DOCUMENT RESUME

ED 327 471 SO 030 475

TITLE	Social Studies: Grade One.
INSTITUTION	Fort Worth Independent School District, Tex.
PUB DATE	89
NOTE	100p.; For related documents, see SO 030 470-476.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Grade 1; Instructional Materials; Learning Activities; Primary Education; Resource Materials; *Social Studies; Student Educational Objectives; Teaching Methods; Units of Study
IDENTIFIERS	Fort Worth Independent School District TX

ABSTRACT

This curriculum guide to grade 1 social studies in Fort Worth schools contains the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands that define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

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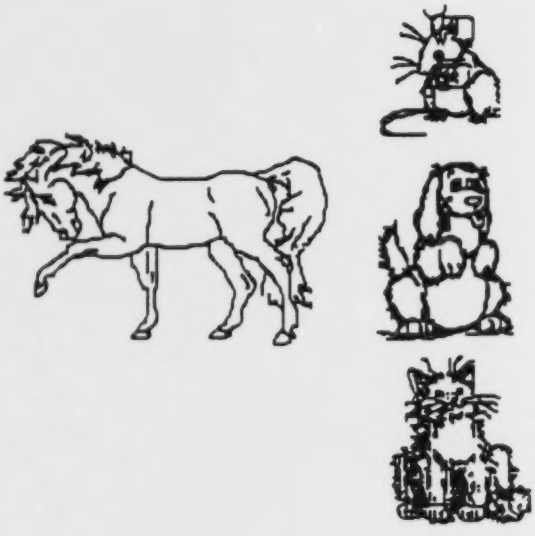
SO 030 475

GRADE ONE

SOCIAL STUDIES



FORT WORTH

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FORT WORTH, TEXAS
1989

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Teacher Response Form

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

"The challenge... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare all students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1990

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

"...this document includes a statement of philosophy and broad goals... objectives...scope and sequence... instructional planning guides which include teaching activities... [and] sample units..."

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

To The Teacher:

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, and strategies which integrate content and cognition.

Teachers and staff have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or course, prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types,** and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies,** annotated lists of school and community **resources, reading lists,** and other supplementary materials.

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
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Nancy Timmons, Director
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August, 1990

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

To ensure broad-based participation in the development of this document, curriculum writing teams were composed of teachers representing a cross section of the Fort Worth Independent School District. In addition, various curriculum components were validated through sampling procedures involving the entire district. This document, therefore, is the result of the efforts and collaboration of many teachers and administrators.

The Social Studies Department gratefully acknowledges the contributions of persons who served on curriculum writing committees as well as those who participated in the validation process. Members of the curriculum writing committees are as follows:

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SOCIAL STUDIES EDUCATION
GRADES PK-12

> *We can chart our future clearly and wisely only when we know the path which has led to the present.*
>
> --Adlai Stevenson (1952)

PHILOSOPHY

The social studies program assumes responsibility for some of the major purposes of education: recognizing the diversity of cultural heritage and improving our society through the preparation of students for responsible citizenship. This means that the program must produce individuals who possess a working knowledge of the economic, geographic, cultural, political, and social factors that make up the human ecosystem. Students must also understand, experience, and gain appreciation for the principles of democracy, rule of law, fair play, the work ethic, and civic responsibility. Without a conscious effort to teach and learn these things, a free republic can not endure. Thus, a priority for the social studies program is to ensure the survival of the United States as a free nation through the development of enlightened democratic citizens. Social studies education is, therefore, centrally concerned with the teaching of citizenship and government.

Enlightened citizens have a knowledge of their past. Such knowledge informs and builds on the strengths of the past and avoids the repetition of its errors. Social studies education, then, is concerned with history. An emphasis on the chronology of history does not negate a thematic approach to the other social sciences but builds upon the interrelationships existing among the disciplines.

Social studies education is likewise concerned with geography. It begins with place awareness and knowledge of physical characteristics and leads to awareness of the decision-making process in relation to the environment. Responsible citizenship presumes an ability to participate effectively at local, state, national, and international levels. Social studies education must prepare students for informed economic decision making based on the ability to analyze the operations, benefits, and limitations of our free enterprise system. Finally, recognizing the multi-ethnic population of our society leads to an awareness of our cultural diversity. Shared cultural knowledge is important because it is basic to an understanding of our pluralistic society.

PHILOSOPHY continued

Students must be able to understand and function in an ever changing, complex world of interdependence. They must be prepared to work creatively, aesthetically, and ethically toward the resolution of human problems. This ability depends on the nurturing of favorable attitudes and a general and widespread proficiency in basic intellectual as well as participatory skills. Social studies education, therefore, is concerned with multi-cultural studies, critical thinking and decision-making skills, and integrating these skills into the total program.

SOCIAL STUDIES EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning instruction in social studies which is targeted toward local goals and objectives as well as to the Texas Education Agency essential elements. This document is not designed to be restrictive; rather, it should assist teachers in making instructional decisions which will result in the mastery of objectives by all students.

This guide has been prepared to serve the social studies program in the following ways:

- Improve curriculum, instructional planning, and decision making
- Provide criteria for the selection of textbooks, supplemental instructional materials, and assessments
- Communicate curriculum content to educators and the community
- Provide instructional strategies for PK-12 articulation

SOCIAL STUDIES EDUCATION
GOALS

The student will:

1. **Recognize** the past, present, and future consequences and/or implications of geography, history, economics, politics, and other social science disciplines on humankind.

2. **Demonstrate** an understanding that people and the environment are interrelated.

3. **Demonstrate** a global awareness and understanding of world-wide interdependence.

4. **Demonstrate** an awareness, appreciation, and acceptance of cultural diversity.

5. **Demonstrate** an awareness and basic understanding of social problems, concerns, and issues.

6. **Demonstrate** an understanding of and support for the democratic process.

7. **Assume** economic, civic, and cultural responsibilities.

8. **Apply** problem-solving techniques to real-life situations.

9. **Demonstrate** effective communication skills in order to function in a global society.

10. **Integrate** and apply concepts from various social science disciplines.

Social Studies
GRADE ONE OBJECTIVES
SELF, HOME, SCHOOL

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
A. STRAND 1: [Personal, social, and civic responsibilities]		
1. Identify one's personal role in terms of home, school, and neighborhood	1A	R1,4
2. Accept responsibility for one's behavior at home and school	1B,C	R1,4
3. Understand the nature of relationships and how they influence interaction among people, e.g. honest/dishonest, fair/unfair	1C,F	R1,4
4. Decide appropriate methods for completing tasks	1E	R9
B. STRAND 2: [American economic system]		
1. Distinguish between needs and wants in order to make rational choices	2D	R9
2. Explain the role of economic interdependence in satisfying basic needs and wants	2A,D	R1,9
3. Develop alternatives that provide solutions to problems involving scarcity and exchange	2B,C	R8,9
4. Identify the kind of work performed by school personnel and family members	2A	R7,9
C. STRAND 3: [Historical data about Texas, the United States, and the world]		
1. Relate implications of selected historical events to contemporary situations	3A,B,C 7B	R1,4, 9
2. Trace the historical background of state/ national symbols and patriotic customs	3A,B,C 7B	R1,7 W1
D. STRAND 4: [Institutions and processes of local, state, national, and other political systems]		
1. Determine the need for rules in the home, school, and neighborhood	4A	R4
2. Compare rules and authority figures in home, school, and neighborhood	4B,C	R9

*M--Mathematics
R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
E. STRAND 5: [Local, state, national, and world geography]		
1. Discriminate between maps and globes as models of the earth	5E,F	R1,7
2. Demonstrate proficient map and globe skills: e.g. differentiate between land and water, identify basic directions, interpret legends, and use scales	5E,F	R1,7
3. Use maps to determine geographic location of home and school in relation to neighborhood	5A,B	R1
4. Use a map or globe to determine the location, boundaries, and proximity of Texas and the surrounding states	5D	R7
5. Compare the geographical location of home and school in relation to the neighborhood	5A,B	R1
6. Analyze the environmental effects resulting from seasonal and weather changes	5C	R8,10
F. STRAND 6: [Psychological, sociological, and cultural factors affecting human behavior]		
1. Describe positive attributes of one's self and others	1A	R1,4,
2. Analyze the sociological role of a family	6A	R1,7
3. Evaluate friendships based on social and human needs	1D,7A	R4,9
4. Discuss the many ways that people are alike and different		
G. STRAND 7: [Social studies skills]		
1. Discuss and use various visual aids and learning tools, (e.g. calendars, tables, charts, lists, graphs, captions) as a means of processing information	7B,3D 3E	R7,M1 W4,R8 R1,W1
2. Identify cause and effect and compare and contrast as a way of seeing historical relationships		
3. Use a problem-solving approach to develop foundation skills (such as observing, classifying, ordering, and determining spatial relationships)	6B 7B	R7,M1 W4,R8 R1,W1

Social Studies, Grade 1
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
Although STRAND 5 may be taught at any time, the objectives within it must be taught in sequence.	*Families/Familias*, TE, HBJ
E. STRAND 5	
1. Discriminate between maps and globes as models of the earth (5E, F)	pp. 62-64 Unit 2 Skills Practice/Aplica tus conocimientos 90 Unit 3 Skills Practice/Aplica tus conocimientos 124 Unit 5 Lesson 2 143-145 Skills Practice/Aplica tus conocimientos 164-167 Unit 6 Skills Practice/Aplica tus conocimientos 174, 175 Review/Repaso 176, 177 Globe
*2. Demonstrate proficient map and globe skills: e.g. differentiate between land and water, identify basic directions, interpret legends, and use scales (5E, F)	112, 113 Unit 4 Skills Practice/Aplica tus conocimientos 144, 145 Unit 5 Skills Practice/Aplica tus conocimientos 154 Unit 6 Lesson 1 166, 167 Skills Practice/Aplica tus conocimientos 175 Review/Repaso
3. Use maps to determine geographic location of home and school in relation to neighborhood (5A, B)	112, 113 Unit 4 Skills Practice/Aplica tus conocimientos 118 Review/Repaso 108-149 *Familes & Neighborhoods*, Silver
*4. Use a map or globe to determine the location, boundaries, and proximity of Texas and the surrounding states	9 Unit 1 Lesson 2 120, 121 Unit 5 144, 145 Skills Practice/Aplica tus conocimientos 152, 153 Unit 6 165-169 Skills Practice/Aplica tus conocimientos 175 Review/Repaso
5. Compare the geographical location of home and school in relation to neighborhood	112, 113 Unit 4 Skills Practice/Aplica tus conocimientos 118 Review/Repaso 108-149 *Familes & Neighborhoods*, Silver
*6. Analyze the environmental effects resulting from seasonal and weather changes	75 Unit 3 Lesson 1 98, 99 Review/Repaso 102-104 Unit 4 Lesson 2 118 Review/Repaso Filmstrip: *The Seasons*, National Geographic

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
F. STRAND 6 *1. Describe positive attributes of one's self and others (1A)	pp. 2 Unit 1 Lesson 1 10, 11 Lesson 3 22-25 Lesson 7 32-35 Close-up/Enfoque 36, 37 Review/Repaso 44-47 Unit 2 Lesson 3 48-51 Lesson 4 84, 85 Unit 3 Lesson 5 138-143 Unit 5 Skills Practice/Aplica tus conocimientos 8, 9 *Families and Neighborhoods*, Silver
Non-Sequential Objectives (Essential Elements)	**Resources**
The remaining strands and objectives for Grade 1 do not have to be taught sequentially. A. STRAND 1 *1. Identify one's personal role in terms of home, school, and neighborhood (1A)	2-5 Unit 1 Lesson 1 10-13 Lesson 3 14-18 Lesson 4 19-21 Lesson 6 22-25 Lesson 7 40, 41 Unit 2 Lesson 1 42, 43 Lesson 2 44-47 Lesson 3 48-51 Lesson 4 52-55 Lesson 5 78, 79 Unit 3 Lesson 3 84, 85 Lesson 5 86, 87 Skills Practice/Aplica tus conocimientos 92-95 Close-up/Enfoque 100, 101 Unit 4 Lesson 1, 108 Skills Practice/Aplica tus conocimientos 138-142 Unit 5 Skills Practice/Aplica tus conocimientos

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
A. STRAND 1 (continued)	
*2. Accept responsibility for one's behavior at home and school	pp. 17, 18 Unit 1 Lesson 5 22-25 Lesson 7 48-51 Unit 2 Lesson 4 54 Lesson 5 56, 57 Lesson 6 138, 139 Unit 5 Skills Practice/Aplica tus conocimientos 141, 149 SkillsPractice/Aplica tus conocimientos Filmstrip: *Safety on the Playground and in the Cafeteria*, Imperial Ed. Resources
*3. Understand the nature of relationships and how they influence interaction among people, e.g. honest/dishonest, fair/unfair (1C, F)	14-16 Unit 1 Lesson 4 17-18 Lesson 5 48-51 Unit 2 Lesson 4 52-55 Lesson 5 56, 57 Lesson 6 185 HBJ *Health*, (TEP 138)
*4. Decide appropriate methods for completing tasks (1E)	84, 85 Unit 3 Lesson 5

Non-Sequential Objectives (Essential Elements)	Resources
B. STRAND 2	74, 75 Unit 3 Lesson 1 76, 77 Lesson 2
*1. Distinguish between needs and wants in order to make rational choices (2D)	78, 79 Lesson 3 80-83 Lesson 4 84, 85 Lesson 4 86 Skills Practice/Aplica tus conocimientos 87 Skills Practice/Aplica tus conocimientos 88, 89 Skills Practice/Aplica tus conocimientos 156, 157 Unit 6 Lesson 2 28, 29 *Families and Neighborhoods* Silver
*2. Explain the role of economic interdependence in satisfying basic needs and wants. (2A, D)	22-25 Unit 1 Lesson 7 44-47 Unit 2 Lesson 3 80-84 Unit 3 Lesson 4 132, 133 Unit 5 Lesson 5 140-143 Skills Practice/Aplica tus conocimientos 147, 148 Close-up/Enfoque 157, 158 Unit 6 Lesson 2 26, 27 *Families and Neighborhoods*, Silver 181, 182 HBJ *Health*, (TEP 124-125)

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
B. STRAND 2 (continued)	
3. Develop alternatives that provide solutions to problems involving scarcity and exchange (2B, C)	pp. 77 Unit 3 Lesson 2 85 Lesson 5 131-133 Unit 5 Lesson 4 157, 158 Unit 6 Lesson 2 50-53 *Families and Neighborhoods*, Silver
4. Identify the kind of work performed by school personnel and family members (2A)	22-25 Unit 1 Lesson 7 80-83 Unit 3 Lesson 4 85 Lesson 5 88, 89 Skills Practice/Aplica tus conocimientos 26, 27 *Families and Neighborhoods*, Silver Filmstrip: Educational Activities Kit, *Career Awareness Series II* EMC Corp., *Career Development for Primary Grades*
C. STRAND 3	
*1. Relate implications of selected historical events to contemporary situations (3A, B, C, 7B)	130-133 Unit 5 Lesson 4 134, 135 Lesson 5 136, 137 Lesson 6 146-149 Close-up 46-49, 144, 145 *Families and Neighborhoods*, Silver Field Trip to Log Cabin Village Filmstrip: *Life in Colonial America*, National Geographic
*2. Trace the historical background of state/national symbols and patriotic customs (3A, B, C, 7B)	122, 123 Unit 5 Lesson 1 130-133 Lesson 4 134, 135 Lesson 5 136, 137 Lesson 6 143 Skills Practice/Aplica tus conocimientos 146, 147 Close-up/Enfoque 161-163 Unit 6 Lesson 4 124, 125 *Families and Neighborhoods*, Silver 140-143 144, 145

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
D. STRAND 4	
*1. Determine the need for rules in the home, school, and neighborhood (4A)	pp. 52-55 Unit 2 Lesson 5 56, 57 Lesson 6 70 Review/Repaso 139 Unit 5 Skills Practice/Aplica tus conocimientos Filmstrips: *Citizenship Adventures of the Lollipop Dragon*, SVE-Educ. *The Police Dept.*, Random House
2. Compare rules and authority figures in home, school, and neighborhood (4B, C)	52-55 Unit 2 Lesson 5 56, 57 Lesson 6 70 Review/Repaso 138, 139 Unit 5 Skills Practice/Aplica tus conocimientos Filmstrips: EMC Corp.,*Career Development for Primary Grades*; "People Make Schools Go," " Teamwork in a Toy Factory," " Look Out World Here I Come," Ency. Britannica Kit, *Reading About Communities*
F. STRAND 6	10-13 Unit 1 Lesson 3 16 Lesson 4
2. Analyze the sociological role of a family. (6A)	38-55 Unit 2 Lessons 1-5 70 Review/Repaso 75 Unit 3 Lesson 1 100, 101 Unit 4 Lesson 1 140 Unit 5 Skills Practice/Aplica tus conocimientos 156-158 Unit 6 Lesson 2 Filmstrip: Eye Gate House, *Citizenship, Responsibilty, and Kindness*
3. Evaluate friendships based on social and human needs (1D, 7A)	
*4. Discuss the many ways that people are alike and different	2-5 Unit 1 Lesson 1 32-35 Close-up/Enfoque 40-42 Unit 2 Lesson 1 66-69 Close-up/Enfoque 70, 71 Review/Repaso 80-83 Unit 3 Lesson 4 120-127 Unit 5 Lessons 1-2

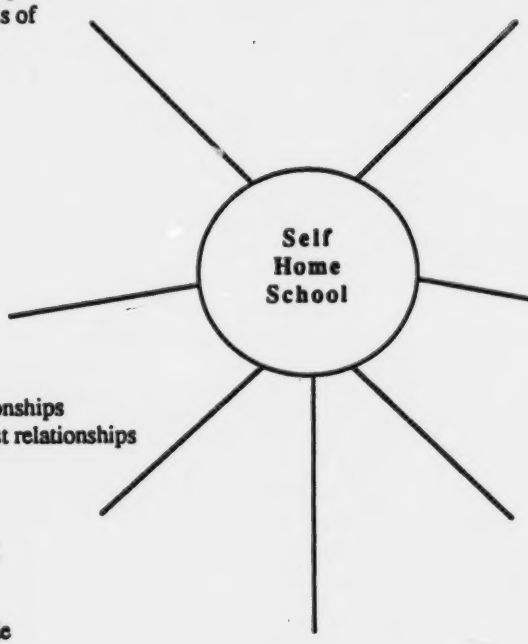
***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
G. STRAND 7	
*1. Discuss and use various visual aids and learning tools, (e.g. calendars, tables, charts, lists, graphs, captions) as a means of processing information (7B, 3D, 3E)	pp. 6-9 Unit 1 Lesson 2 28, 29 Skills Practice/Aplica tus conocimientos 36, 37 Review/Repaso 58-65 Unit 2 Skills Practice/Aplica tus conocimientos 71-73 Review/Repaso 88-91 Unit 3 Skills Practice/Aplica tus conocimientos 96-99 Review/Repaso 102, 103 Unit 4 Lesson 2 106, 107 Lesson 4 108-113 Skills Practice/Aplica tus conocimientos 118-121 Review/Repaso 144-145 Unit 5 Skills Practice/Aplica tus conocimientos 150-153 Review/Repaso 164-169 Unit 6 Skills Practice/Aplica tus conocimientos 175 Review/Repaso
*2. Identify cause and effect and compare and contrast as a way of seeing historical relationships	56, 57 Unit 2 Lesson 6 112, 113 Unit 4 Skills Practice/Aplica tus conocimientos 141 Unit 5 Skills Practice/Aplica tus conocimientos Filmstrip: SEV Educ., *Little Citizens Series* Other resource that should be available at all locations. *The Social Sciences: Concepts and Values, Level One*, Teacher's Edition, HBJ
*3. Use a problem-solving approach to develop foundation skills (such as observing, classifying, ordering, and determining spatial relationships) (6B, 7B)	

***Certain objectives are taught throughout the course/grade level.**

SOCIAL STUDIES

GRADE ONE FOCUS



Responsibilities

- Accept responsibilities
- Nature of relationships
- Role of self in terms of home, school, neighborhood
- Complete tasks

Economics

- Scarcity and exchange
- Careers
- Economic choices: needs and wants
- Interdependence of people

Skills

- Problem solving
- Visual aids
- Cause/effect relationships
- Compare & contrast relationships

History

- Patriotic customs and symbols
- Historical events

Culture and Behavior

- Family
- Like/different people
- Positive attributes
- Form friendships

Governmental Processes

- Rules
- Authority figures

Geography

- Maps/globes
- Legends/scales/directions
- Geographical locations
- Boundaries
- Weather/seasons

The diagram above presents the main topics for grades 1-6. First grade objectives center students' study around the topics of self, home, school, neighborhood, and community, and to some extent, the world.

SCOPE AND SEQUENCE--SOCIAL STUDIES PK-5

Strands	PreK/Kindergarten	Grade 1	Grade 2
A. Personal, Social, and Civic Responsibilities	• See Early Childhood Scope and Sequence	• Identifies role of self in home, school, and neighborhood Accepts responsibility for behavior • Understands nature of relationships • Decides methods for completing tasks	• Selects appropriate responsibilities • Develops rationale for one's civic responsibility • Justifies need for leaders • Applies leadership qualities
B. American Economic System	• See Early Childhood Scope and Sequence	• Distinguishes between needs and wants Explains economic interdependence • Identifies careers	• Distinguishes goods/services • Distinguishes between producing and consuming • Identifies kinds of work in producing goods and services • Explains economic interdependence • Describes sources of income
C. Historical Data about Texas, United States, and the World	• See Early Childhood Scope and Sequence	• Relates understanding of historical events Traces development of symbols and customs	• Identifies forms of communication and transportation • Associates significant individuals, past and present • Evaluates historial celebrations • Traces symbolism of flags
D. Institutions and Processes of Local, State, National, and Other Political Systems	• See Early Childhood Scope and Sequence	• Determines need for rules • Compares rules and authority figures	• Formulates rules • Interprets consequences for violation of rules/laws • Describes lawmakers • Identifies governmental and social services
E. Local, State, National, and World Geography	• See Early Childhood Scope and Sequence	• Discriminates maps/globes • Demonstrates map/globe skills • Determines place location Identifies boundaries • Compares location and size of neighborhood, community, state, country, and world • Analyzes environmental changes	• Identifies natural landforms • Evaluates environmental changes • Constructs and interprets maps • Shows and labels geographic features • Computes distances between points
F. Psychological, Sociological, and Cultural Factors Affecting Human Behavior	• See Early Childhood Scope and Sequence	• Describes personal attributes • Analyzes role of family • Evaluates friendships Discusses ways people are alike and different	• Categorizes social groups • Analyzes common responsibilities of family members • Describes traditions/customs • Defines community • Finds solutions for conflicts
G. Social Studies Skills	• See Early Childhood Scope and Sequence	• Discusses and uses calendars, tables, charts • Identifies cause and effect relationships • Uses problem-solving approach to develop skills	• Distinguishes fact from fiction • Designs simple graphs and charts • Identifies and applies effective problem solving

SCOPE AND SEQUENCE--SOCIAL STUDIES PK-5

Grade 3	Grade 4	Grade 5	Strands
• Discusses and defends merits of citizenship • Respects public and private property	• Works with others in groups • Demonstrates good citizenship • Supports the right to differ	• Identifies qualities of good leaders • Respects differences in personal and societal values • Demonstrates appropriate conduct • Exhibits understanding of civic values and responsibilities	**A. Personal, Social, and Civic Responsibilities**
• Compares ways communities satisfy basic needs • Gives examples of public and private property • Defines specialization and division of labor • Lists importance of economic resources	• Explains economic interdependence of Texas • Compares Texas economy with others • Explains basic economic concepts: land, labor, capital enterprise • Identifies major Texas resources	• Describes economic activities • Summarizes importance of conservation • Describes relationship of history, geography, and economics • Explains how U. S. economy influences parts of the world • Analyzes supply/demand laws • Examines work change	**B. American Economic System**
• Explains history of Fort Worth • Identifies local landmarks • Explains how growth of Fort Worth influenced other areas	• Explains influence of geography on history in Texas • Identifies contributions of individuals • Exhibits knowledge of basic facts about history of Texas	• Analyzes major historical events in the development of the United States • Analyzes accomplishments of significant American leaders	**C. Historical Data about Texas, United States, and the World**
• Determines critical attributes of government • Describes key functions of government • Interprets the consequences of violating laws • Appraises local/state laws	• Distinguishes concepts of city, county, state, and nation • Identifies roles of branches of government • Explains role of voters	• Exhibits understanding of organization of national government • Analyzes historical documents • Identifies major political parties	**D. Institutions and Processes of Local, State, National, and Other Political Systems**
• Identifies physical features • Compares and contrasts physical features • Compares spatial relationship of community to state and nation • Shows by labeling maps geographical features	• Compares/contrasts different regions of Texas • Locates major geographical features on maps and globes • Explains latitude/longitude	• Locates places using latitude and longitude • Explains how people adapt to environment • Compares/contrasts geographic regions of United States • Understands geographic interrelatedness of United States and adjacent countries	**E. Local, State, National, and World Geography**
• Analyzes how families and individuals change • Describes traditional customs • Identifies contributions of ethnic groups	• Compares/contrasts art forms, literature, symbols, traditions • Explains cultural influence on Texas • Explains how groups influence behavior	• Compares/contrasts cultures that influenced America • Describes influence of cultural diversity on American life-style	**F. Psychological, Sociological, and Cultural Factors Affecting Human Behavior**
• Analyzes causes and effects of past and present events • Designs and interprets visuals • Applies community situations to problem solving and decision making	• Distinguishes fact/opinion • Reads and interprets illustrations • Researches information related to social studies content • Applies problem-solving strategies	• Interprets events on a timeline • Uses appropriate reference material • Distinguishes information using several sources • Determines distances using scale	**G. Social Studies Skills**

SOCIAL STUDIES, GRADE 1

B. STRAND 2: AMERICAN ECONOMIC SYSTEM

OBJECTIVE 1: DISTINGUISH BETWEEN NEEDS AND WANTS IN ORDER TO MAKE RATIONAL CHOICES

Resources

TEACHING ACTIVITY: Plan an overnight camp-out and have students name all the things without which they could not survive. Then have them name other things they would like to take simply to add to their comfort and enjoyment. Extend the discussion to develop the concept that basic needs are water, food, clothing, and shelter and wants include all of the other things people might like to have but do not absolutely need.

Families and Neighborhoods, Silver Burdett, Chapter 2, Lesson 2

Assessment: Write different needs and wants on strips of paper (food, VCR, water, umbrella, milk, toy, airplane, and so on). Give each child five strips at random. Have the class sort the strips into *needs* and *wants*. Write these needs and wants in chart form as the children distinguish between needs and wants.

Families, HBJ, Unit 3

Montessori Adaptation: Use the needs and wants cards provided in the treasure chest. Select two needs cards for food, clothing, water, and shelter and two wants cards for each of those categories. Make up two labels--"Needs" and "Wants." Sort the cards into the appropriate category and lay them out for the students to see. Manuscript a definition of needs and a definition of wants. Read the definitions and place with the appropriate group. Have students re-present cards and labels to you as an *assessment.*

HBJ, Teacher's Resource Book Grade 1

Special Education Adaptation: In addition to the word on a strip of paper, put a simple drawing of each item to aid those who may have difficulty with reading. Put each strip and simple drawing in chart form distinguishing needs/wants.

HBJ, Treasure Chest, Grade 1

RETEACHING ACTIVITY: Hold up a milk carton and a cookie. Ask, "Which of these do you need for a healthy body? Which do you not need but sometimes want?" Distribute magazines and scissors and have each student cut out one picture of something they need and one picture of something they want but do not absolutely need. As students show their pictures, have the class identify each as a need or want. Glue the pictures onto a class mural.

Assessment: Students will complete the Needs and Wants Reteaching Copying Master from the Teacher's Resource Bank, p. 9. (Attached)

EXTENSION: Allow children to play *Needs, Wants, Not Needs* game following instructions in the Treasure Chest Handbook, p. 9 for Unit 3, Lesson 1.

List five wants that are popular with your students. Have students vote for the *one* they would most like to have. Make a graph to indicate their choices.

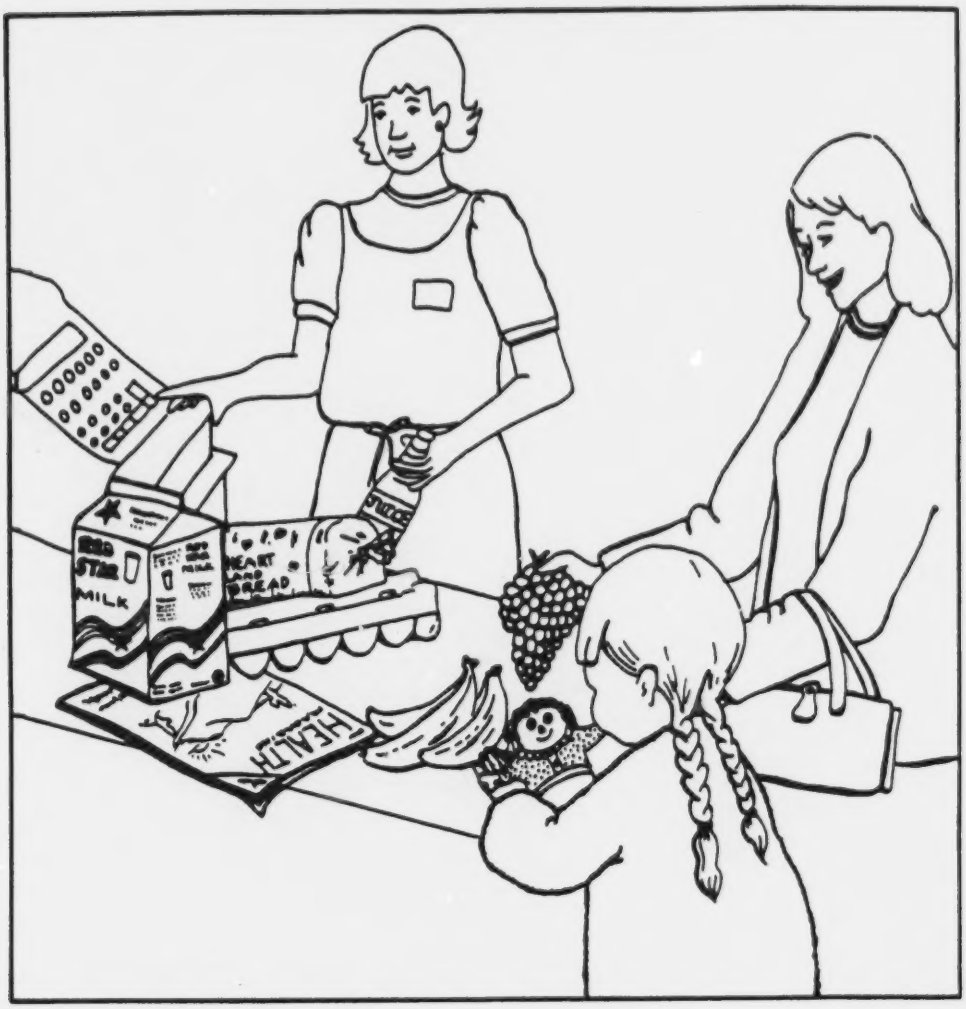
Use Needs and Wants Copying Master from Teacher's Resource Bank, p. 24. (Attached)

Montessori Adaptation: Students will make a book of needs and wants with tracing paper.

NAME _____

WORDS AND IDEAS

Needs and Wants



◆ Look at the picture.

1. Draw a blue circle around each need.
2. Draw a green square around each want.

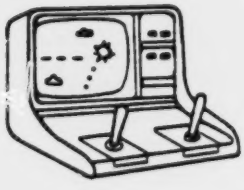
Student Handout
Extension (B:1)
SS1

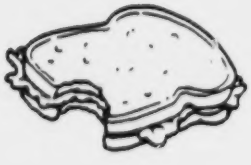
NAME _____

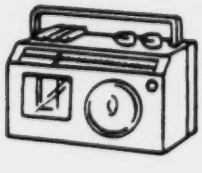
WORDS AND IDEAS

Needs and Wants

☆ **Look at the pictures.**
Which are needs? Which are wants?
Draw a red circle around each need.
Draw a blue circle around each want.







Student Handout
Reteaching Assessment (B:1)
SS1

SOCIAL STUDIES, GRADE 1

B. STRAND 2: AMERICAN ECONOMIC SYSTEM

OBJECTIVE 2: EXPLAIN THE ROLE OF ECONOMIC INTERDEPENDENCE IN SATISFYING BASIC NEEDS AND WANTS

Resources

TEACHING ACTIVITY: Read the book, *Ox-Cart Man*, to the students. Point out that the ox-cart man took things produced at the farm and sold them at the market to provide for the needs of his family. Extend the lesson to include the idea that a farmer cannot meet all of his needs with goods and services produced on his farm. The farmer depends on others for some needs. Include the idea that families can meet some of their needs but depend on others also.

Ox-Cart Man, Donald Hall

Assessment: Illustrate the book in a four-part "story circle." Divide a long strip of paper into four parts. Label each part:

1. They grow things at their farm.
2. He packs the ox-cart.
3. He sells the things at market.
4. He buys the things they need.

Tape the strip into a circle, making a continuous story. Observe the students as they make their "story circles." Ask each child to name something their family has to buy to meet their needs.

RETEACHING ACTIVITY: Ask: "What is a garden? Have you ever had a garden?" Name some kinds of foods grown in a garden. Extend the lesson to include the fact that gardens can provide some food for a family but they do not provide all of the family's food needs. Lead students to determine that other food needs may be supplied at grocery stores, vegetable/fruit stands, and meat markets. Conclude by reminding children that we can provide for some of our needs alone but must depend on others to provide for some needs.

Special Education Adaptation: When discussing "What is a garden," use visual material such as pictures of food grown in a garden and other food we cannot grow. Place on a chart or on the chalkboard during the discussion to lead the group to the desired conclusion.

Assessment: Make a class mural titled I Can Provide/I Need Help to Provide. Divide the class into two groups. Have the first group draw things that can be grown in a garden and have the second group illustrate other ways they meet their food needs.

Start to Finish Book Series: *From Swamp to Coal* or *From Beet to Sugar*, Carolrhoda Books, Inc.

Special Education Adaptation: Each child will draw things that can be grown in a garden on one half of the paper and things that we need help to obtain on the other. Separate after evaluation and put on a class mural.

EXTENSION:

1. Provide children with a four-page bread-shaped booklet. Have them illustrate the manufacture of wheat to bread.

   First, farmers grow wheat.
   Next, the wheat goes to a factory.
   Then, wheat is made into flour.
   Last, flour is made into bread.

   A New True Book of Farming, Dennis B. Fradin

2. Use books from the "Start to Finish Book Series" such as *From Swamp to Coal* or *From Beet to Sugar*; Carolrhoda Books, Inc., Minneapolis.

   The Little Red Hen

3. Use *A New True Book of Farming* by Dennis B. Fradin.

Special Education Adaptation: In addition to the above extensions, use *The Little Red Hen* to generate thought and discussion.

B. STRAND 2: AMERICAN ECONOMIC SYSTEM

OBJECTIVE 3: DEVELOP ALTERNATIVES THAT PROVIDE SOLUTIONS TO PROBLEMS INVOLVING SCARCITY AND EXCHANGE

Resources

TEACHING ACTIVITY: Give each student 25 M&M candy pieces enclosed in a clear plastic sandwich bag. Display a bowl of the same candy with equal amounts of red, yellow, and orange pieces but with only three green pieces. Tell the students you like the green pieces best but have only three green pieces. Explain that this is an example of scarcity because you do not have enough. Continue with an appropriate definition of scarcity and extend the lesson to see if any student is willing to trade or exchange with the teacher. Discuss and define the term exchange.

Assessment: Each student will draw one picture that gives an example of scarcity and will draw another picture that shows an example of economic exchange.

RETEACHING ACTIVITY: Divide the class into three groups. Instruct each group to make a collage to be titled "Great Americans." Distribute supplies in this manner:

- Group 1 - - 1 large bottle of glue
- Group 2 - - 150 pictures of great Americans
- Group 3 - - 1 large package of construction paper

Students should recognize scarcity exists because they don't have all they need to complete their project and should conclude that exchange is the means by which to solve the problem.

Assessment: Observe the process of exchange which was necessitated by the condition of scarcity.

EXTENSION: Using the "Learn, Earn, Share Spinner Game," have the students spin and name a job that fits into the category on which the pointer lands. Students will act out jobs that can be done in each of the rooms of the Building Box House setting. (Use the "People Pals" as resource.)

HBJ *Treasure Chest*, People Pals

Assessment: Have each child draw a three-part picture that tells a story of exchange.

- Part 1 - - Something a child wants
- Part 2 - - Child working to earn money which is scarce
- Part 3 - - Child buying the item

B. STRAND 2: AMERICAN ECONOMIC SYSTEM

OBJECTIVE 4: IDENTIFY THE KIND OF WORK PERFORMED BY SCHOOL PERSONNEL AND FAMILY MEMBERS

Resources

Superstart Kindergarten System (Component A), School Division/ McGraw-Hill

The Social Sciences: Concepts and Values, Harcourt, Brace and World, Inc.

TEACHING ACTIVITY: Brainstorm a list of school personnel (teachers, principal, vice-principal, secretary, nurse, librarian, custodian, food service workers, bus drivers, crossing guard, etc). Continue the discussion to develop the kinds of work involved in each job. Divide into Response Groups and assign a school worker to each group. Each Response Group will then generate an essay describing the work that their school worker does. Meet again as a large group to share ideas.

Assessment: Monitor and observe Response Groups, checking to see that each essay includes a job description for each worker. Continue the assessment by administering a matching exercise to check the student's comprehension. Example:

Job Description	Personnel
1. Is in charge of the operation of our school	3 Custodian
2. Receives messages and does the paperwork for our school	2 Secretary
3. Keeps the building and grounds in order	1 Principal
4. Organizes teaching materials, especially books	4 Librarian

Special Education Adaptation: The matching exercise can take the form of an oral game of "guess who I am?"

RETEACHING ACTIVITY: After brainstorming a list of school personnel, pairs of children will interview the workers to determine their duties on their job and complete the reteaching handout.

Special Education Adaptation: Invite to the classroom the chosen personnel and conduct the interview as a class.

Assessment: Students will draw a mural that portrays the careers of each school worker interviewed. The mural will show each person working and using any equipment needed.

EXTENSION: During the month of February, extend the theme of "Our Country's Heroes" to school personnel. Have each student write a story to thank a school worker for performing his or her job. Students will include the worker's name and one or two specific things the worker does to complete his/her job. Assemble these stories into a bulletin board display or classbook entitled _____ *February Heroes.*
School

Divide the class into pairs. Tape body-sized lengths of butcher paper on the floor. Have one child lie down while the other child draws around the body. Then have the children exchange places so that each student will have a full-sized body outline. Have students choose one school worker they would like to be. Encourage children to "dress" their school worker in appropriate clothing using tempera paint. Display workers in school hallway.

SCHOOL PERSONNEL

Job Description Interview

1. What is your school job?

2. What equipment do you need for your job?

3. What special training do you need?

4. What do you like best about your job?

Student Handout
Reteaching Activity (B:4)
SS1

SOCIAL STUDIES, GRADE 1

C. STRAND 3: HISTORICAL DATA ABOUT TEXAS, THE UNITED STATES, AND THE WORLD

OBJECTIVE 1: RELATE IMPLICATIONS OF SELECTED HISTORICAL EVENTS TO CONTEMPORARY SITUATIONS

Resources

TEACHING ACTIVITY:

1. Write the words listed below on the board. Pronounce each word and discuss the meaning. Discuss their importance to us today.

   - president
   - vote
   - leader
   - freedom
   - free
   - fair

2. Text pp. 136-137: Read about events that involve George Washington, Abraham Lincoln (Emancipation Proclamation), Susan B. Anthony (Women's Rights), and Martin L. King (March on Washington). Discuss how each person played an important part in forming our country's laws and how they relate to us today.

Families, HBJ
Books about George Washington, Abraham Lincoln, Susan B. Anthony, and Martin L. King

Assessment: Give each a copy of the student handout, "Our Country's Leaders." Students should look at the pictures and write the letter of the picture next to the sentence that tells about it.

Student Handout, "Our Country's Leaders"

RETEACHING ACTIVITY: Using a current calendar, let the students look through and name special days and holidays. Look at the months of January and February. List the holidays on the board. Read pp. 136-137 in the textbook. Discuss the importance of these leaders' accomplishments and how they relate to us today. Let the class copy the names of the four leaders and the dates of their birth and write a one-sentence description of why each person is important.

Assessment: Use sentence strips with the names of the four leaders. On other sentence strips, put biographical data about these leaders. Let students signal "thumbs up" when leader and data match; "thumbs down" when they do not match.

EXTENSION :

1. The student will write a story about one of our country's leaders.

2. The student will make a list of our country's leaders and events that signify their importance.

NAME_____

OUR COUNTRY'S LEADERS

Look at the pictures of our country's leaders. Put the letter of the picture next to the sentence that tells about it.

A.

George Washington

B.

Abraham Lincoln

C.

Susan B. Anthony

D.

Dr. Martin Luther King, Jr.

1. She helped women get the vote. _____

2. He helped make our country more fair. _____

3. He was our first President. _____

4. He helped all Americans become free. _____

Student Handout
Teaching Assessment (C:1)
SS1

SOCIAL STUDIES, GRADE 1

C. STRAND 3: HISTORICAL DATA ABOUT TEXAS, THE UNITED STATES, AND THE WORLD

OBJECTIVE 2: TRACE THE HISTORICAL BACKGROUND OF STATE/NATIONAL SYMBOLS AND PATRIOTIC CUSTOMS

Resources

TEACHING ACTIVITY: Display a large poster of a parade or celebration. Discuss the picture and reasons for celebrating events. Write these words on the chalkboard: Americans, celebrate, flag, symbol, and holiday. Look them up in the glossary and discuss their meanings. Next, read and discuss "Independence Day," textbook, pp. 134-135.

Textbook, *Families*
Construction paper, scissors, crayons, pencil, and paper

A large picture of a celebration or parade

Bilingual Adaptation: Use the song "Fifty Stars" as an ESL warm-up after the pledge. (See teacher resource/transparency.)

Assessment: Write the following words and sentences on the chalkboard. Students will copy and fill in words in the sentences.

Families
Resource Bank

Independence Day country flag

1. The f l a g is a symbol of our country.
2. We celebrate our country's freedom on I n d e p e n d e n c e D a y
3. Our flag stands for our c o u n t r y.

Special Education Adaptation: Students will answer the following questions orally.

Families
Red, white, and blue construction paper, crayons, patriotic recording, Copy Master Unit 5, p.44

1. What is the symbol of our country?
2. When do we celebrate our country's freedom?
3. What does our flag stand for?

RETEACHING ACTIVITY: Let each child make a flag of the U.S. Recall the number of stripes and stars on each and the colors used. Remind the class that the flag is a symbol of our country. After flags are made, parade and march around the room to patriotic music. Discuss when the flag might be on display. Name special events that may have flags on display such as Independence Day celebrations. Review pp. 134-135 in the textbook.

Assessment: Students will complete the assessment handout, Our Country's Birthday.

EXTENSION: 1. Students will complete the extension handout, Our American Heritage.

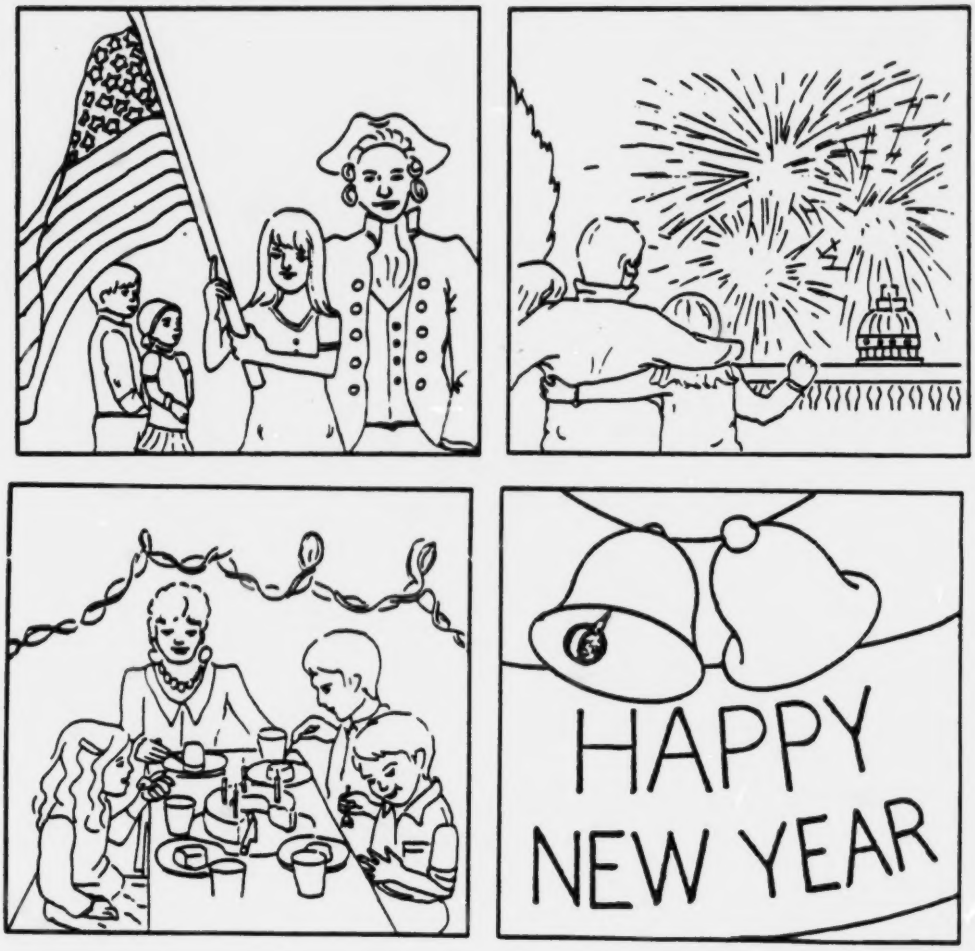
2. Students will draw a picture of an Independence Day celebration.

NAME _____

WORDS AND IDEAS

Our Country's Birthday

◆ **Independence Day is our country's birthday. Look at the pictures. Color the pictures that show how we celebrate Independence Day. Put an X on the pictures that do not.**



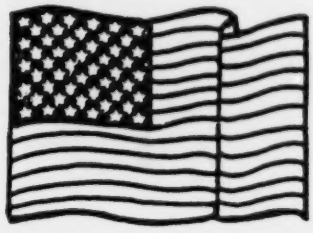
Student Handout
Reteaching Assessment (C:2)
SS1

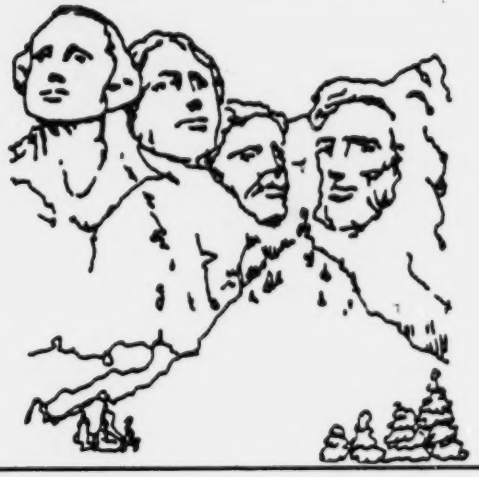
NAME_____

OUR AMERICAN HERITAGE

Label each picture with your best handwriting.

Mt. Rushmore
Statue of Liberty
Presidential Seal
Flag of U.S.A.





Brainwork! Cut out the pictures and their labels. Paste them on a large sheet of colored paper to make a patriotic collage.

Student Handout
Extension Activity (C:2)
SS1

FIFTY STARS

(Tune: London Bridge)

Fifty stars are on the flag, on the flag, on the flag.

Fifty stars are on the flag, Our dear country.

Thirteen stripes are on the flag, on the flag, on the flag.

Thirteen stripes are on the flag, Our dear country.

Seven are red and six are white, six are white, six are white.

Seven are red and six are white, Our dear country.

SOCIAL STUDIES, GRADE 1

C. STRAND 3: HISTORICAL DATA ABOUT TEXAS, THE UNITED STATES, AND THE WORLD

OBJECTIVE 2: TRACE THE HISTORICAL BACKGROUND OF STATE/NATIONAL SYMBOLS AND PATRIOTIC CUSTOMS

Resources

TEACHING ACTIVITY: Copy workbook pages 88 & 90 from the 3rd grade Communities system onto card stock. Cut out the two titles, "Symbols of Texas" and "Symbols of Our Country" to use as label-headings. Cut the workbook illustrations into separate cards. There will be six symbols of the USA and six symbols of Texas. You might color, mount, and laminate. Then place the headings (Symbols of Texas and Symbols of Our Country) next to each other. Next, place the illustrations under the correct heading while reading the captions to each illustration. Mix the cards up and place them back into their folder and return it to the shelf. A child may then choose that activity, sort the symbols under the correct headings, and show the results to the teacher. This activity may be made self-correcting by writing the correct heading on the back of each card. The child may then be able to check his or her work.

Assessment: The child will correctly sort the symbols of Texas and nation.

RETEACHING ACTIVITY: Ask children about how they celebrate birthdays. Tell them they will read about another birthday celebration. Read and discuss "Independence Day" (textbook pp. 134-135). List ways of celebrating Independence Day on the board or chart paper.

Independence Day
parade with flag
fireworks
picnic

birthday
cake and candles
party
presents

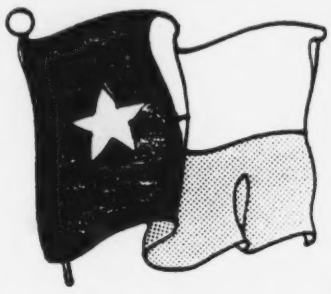
Assessment: Use copy master from Unit 5, p. 44. Color the pictures that show how we celebrate Independence Day.

EXTENSION: The child may make his or her own booklet of state and national symbols by tracing the illustrations and copying the headings.

NAME_____

The Symbols of Texas

◯ Read about the symbols of Texas. Then answer the questions on page 91.



The flag of Texas stands for our state. The white stripe stands for purity. The red stripe stands for courage. The blue stands for loyalty.

The mockingbird is the state bird. The mockingbird makes the sounds of many other birds.

Bluebonnets were chosen as the state flower in 1901. Texas is famous for the wildflowers that grow along its highways.

Official papers of the state are marked with the state seal. On one side a star is surrounded by olive and live oak branches. On the other side is the Alamo and the six flags that have flown over Texas.

Governor James Hogg asked that a pecan tree be planted over his grave. A few years later the pecan tree was made the state tree.

The State Capitol in Austin stands for our state government. It is taller than the national capitol.

NAME_____

The Symbols of Our Country

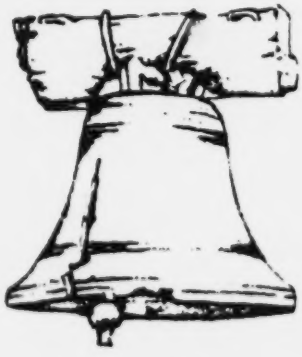
Look at the symbols of the Unites States. Then decide which symbol each sentence on page 89 tells about. Write the name of the symbol after each sentence.

The flag of the United States stands for our country. Each star stands for a state. Each stripe stands for one of the first 13 colonies.

The Statue of Liberty is in New York harbor. The statue is a symbol of freedom and hope.

George Washington is sometimes called the Father of Our Country.

The eagle stands for our country and its freedom.



The Liberty Bell in Philadelphia helps us remember our country's fight for freedom.

The Capitol Building in Washington, D.C., stands for our government.

Student Handout
Teaching Assessment (C:2)
SS1

G. STRAND 7: HISTORICAL DATA ABOUT TEXAS, THE UNITED STATES, AND THE WORLD

OBJECTIVE 3: USE A PROBLEM-SOLVING APPROACH TO DEVELOP FOUNDATION SKILLS SUCH AS OBSERVING, CLASSIFYING, ORDERING, AND DETERMINING SPATIAL RELATIONSHIPS

Resources

Families, HBJ Large Calendar, Copy Master p. 37 of Teachers Resource Bank, Tablet Paper

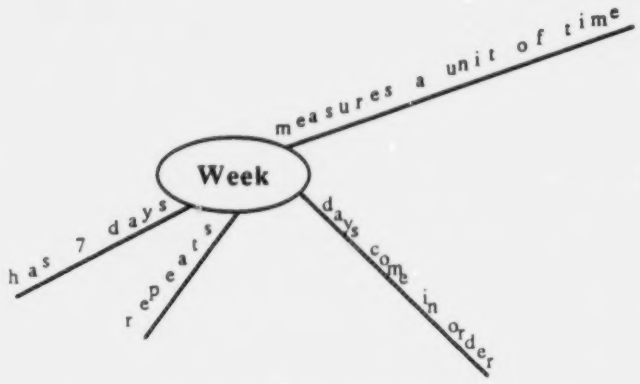
TEACHING ACTIVITY: Write the word "week" on the board. Ask the class to fold hands on desk if they know what a week is. Call on a child to tell what a week is. If others agree have them give a signal such as fold hands in lap. Next, write the days of the week on the board. Have students pronounce and spell the names of the days together. Relate the days to the room calendar. Discuss the order of the days. Use p. 110 of text and discuss events.

Special Education Adaptation

Using the bulletin board calendar every day as a routine, lead the class in oral statements about the order of the days of the week, the date, and the weeks in a month. Repetition on a daily basis will assist in the comprehension of the text.

Bilingual Adaptation

Use a mapping technique similar to the one below to help students develop the concept of a week.



Assessment: Each child will name the days of the week orally to the teacher.

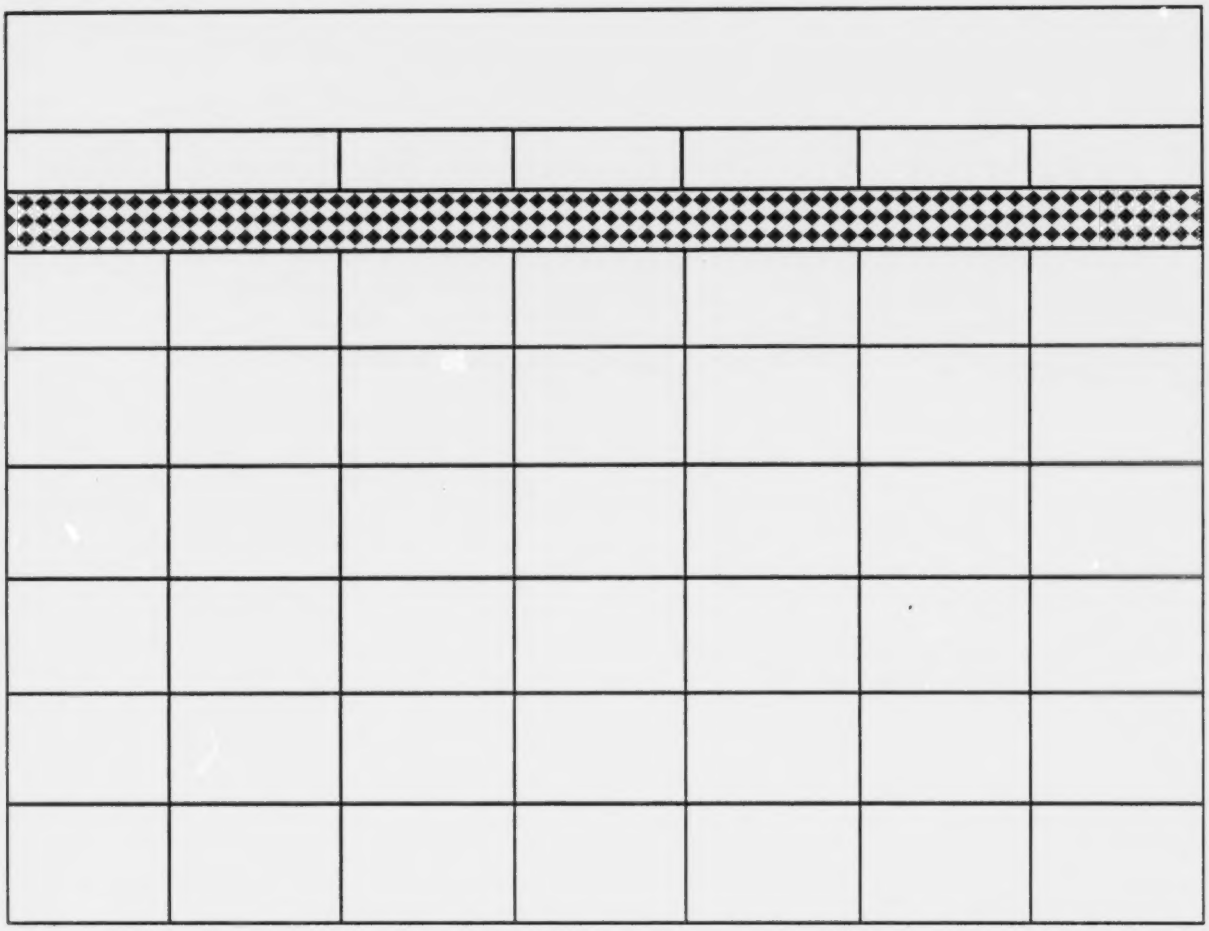
RETEACHING ACTIVITY: Each child will make a calendar of the month. Make a transparency of the calendar for students to follow step by step.

- First, write the name of the month.
- Next, write the names of the days.
- Last, write the numbers for the days.
- Discuss the calendar and the order of the days.

Assessment: Each child will write the names of the days of the week on tablet paper and then complete the reteaching assessment handout.

NAME _____

CALENDAR



Write in the name of this month.

Number the days like the calendar in your classroom.

How many school days? _____

How many holidays? _____

Transparency
Reteaching Activity (G:3)
SS1

NAME _____

Complete the calendar for this month.

Month of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

a. Write the day of the week for each date.

7 _____ 18 _____

13 _____ 25 _____

3 _____ 15 _____

b. Write the day that follows.

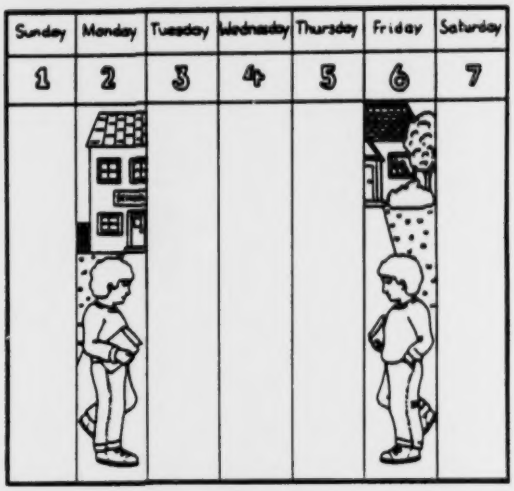
Sunday _____ Tuesday _____

Wednesday _____ Monday _____

Friday _____ Saturday _____

NAME_____

The Days of the Week



Look at the picture. Then answer the questions below.

1. Which is the first day of the week?

2. Which is the first day of the school week?

3. Which is the last day of the school week?

4. Which is the first day of the weekend?

Transparency
Reteaching Activity (G:3)
SS1

G. STRAND 7: HISTORICAL DATA ABOUT TEXAS, THE UNITED STATES, AND THE WORLD

OBJECTIVE 3: USE A PROBLEM-SOLVING APPROACH TO DEVELOP FOUNDATION SKILLS SUCH AS OBSERVING, CLASSIFYING, ORDERING, AND DETERMINING SPATIAL RELATIONSHIPS

Resources

TEACHING ACTIVITY: Put the following words on the board: yesterday, today, and tomorrow. Discuss the meaning of each word and use words in sentences.

Text: *Families*, HBJ

Next, read pp. 98-107 in the textbook. In discussing pictures, compare and relate to yesterday (past), today (present), and tomorrow (future).

Assessment: Some students will need an oral assessment rather than a written one.

Special Education Adaptation: Using the bulletin board calendar, relate the terms yesterday (past), today (present), and tomorrow (future) to actual known events by using the terms in sentences that refer to meaningful events to each student. The students can also add other sentences using the terms about events known only to the student. Use text pages 98-107.

Assessment: The student will complete the student handout, Relating Time.

Bilingual Adapation: The student will complete the student handout by using a role play situation.

RETEACHING ACTIVITY: Display chart with the following words:

past	present	future
yesterday	today	tomorrow

Discuss the relationship of these words. Read p. 111 of text and discuss. Next give each child a sheet of art paper. Have students divide the paper into three parts. In part one, the children will draw a picture of how they looked when they were a baby. In the middle part, they will draw a picture of how they look today. In the last part, they will draw a picture of how they may look as an adult.

Art paper, crayons, and text: *Families*, HBJ

Assessment: The students will label their pictures with the words yesterday, today, and tomorrow.

NAME_____

RELATING TIME

Directions: Copy the sentences and write today, yesterday, or tomorrow where needed.

1. I am eating ice cream. _____
2. We ate pizza last night. _____
3. In the morning, my family is going to Six Flags. _____
4. If today is Monday, Tuesday will be tomorrow, and Sunday was _____.

Student Handout
Teaching Assessment (G:3)
SS1

SOCIAL STUDIES, GRADE 1

SAMPLE UNIT

Strand 5: LOCAL, STATE, NATIONAL, AND WORLD GEOGRAPHY

Unit/Major Objective 2	Essential Elements
Demonstrate proficient map and globe skills: e.g., differentiate between land and water, identify basic directions, interpret legends, and use scales.	5E, F

Prerequisite Skills

- Students should have a working knowledge of maps and globes.

Lesson (Mini) Objectives

1. Differentiate between land and water.
2. Identify basic cardinal directions.
3. Interpret legends, including scale.

SOCIAL STUDIES, GRADE 1

Strand 5: SAMPLE UNIT, LESSON 1

Lesson Objective No. 1: Differentiate between land and water.

Mental Set: While holding a globe, ask children to predict what the various colors will represent.

Rationale: Children must make basic distinctions to learn more about world geography.

Input and Modeling:

Key Concepts/Skills Look at the drawing on page 166 in the text. Explain that on a map the water is usually colored blue and the land areas are different colors. (HBJ Teacher's Resource Book).
Use the questions on page 167 during a class discussion to point out that water is represented by the color blue since water looks blue. Also discuss that the land areas are represented by various colors to distinguish countries.
Present a world globe, noting that the water is represented by blue and the land area is colored to identify specific land areas.

Guided Practice: Point to either land area or water on a class globe, and children will answer appropriately.

Independent Practice: Students will complete the student lesson copying master "What Is the Globe?" (HBJ Teachers Resource Book, page 57)

Lesson Assessment/Performance Criteria: Observe children's work and determine mastery at 70% accuracy.

Reteaching: Give each child a large circle of light blue construction paper, explaining that this represents the water area. Using various colors of construction paper, have them cut and glue on the land areas. Refer to the map and the globe as needed.
Use reteaching, copying master, page 31, HBJ Teacher's Resource Book.

Extension: Use an inflatable globe to practice identifying land and water with the children in a circle; begin by tossing the globe to a child. That child will identify the area where his/her right thumb touches as either land or water. Continue the game by letting each child toss the ball to another child.

Using picture/story paper, each child will draw a representation of a globe, including land and water areas. The child will then write the definition of each area, land or water, on the bottom of the page.

Resources: *Families*, HBJ
Student handouts
Inflatable globe

Name _____ Use with text pages 166-167.

SKILLS

What Is on the Globe?

Look at the globe below.

1. Find the United States. Color it green.
2. Find Canada. Color it purple.
3. Find Mexico. Color it yellow.
4. Color the rest of the land on the globe brown.
5. Color the water blue.

Student Handout 1
Independent Practice (5:2:1)
SS1

Name _____ Use with text pages 166-167.

SKILLS

What Is on a Globe?

Look at the globe.

1. Find the United States. Color it green.
2. Color the rest of the land yellow.
3. Color the water blue.

My country is

_____

_____

_____

Student Handout 2
Reteaching (5:2:1)
SS1

SOCIAL STUDIES, GRADE 1

Strand 5: SAMPLE UNIT, LESSON 2

Lesson Objective No. 2: Identify basic cardinal directions.

Mental Set: Present a globe. Discuss the fact that the Pilgrims left their homes in England and crossed the Atlantic Ocean. Ask: "Who can tell which direction the Pilgrims traveled? How do you know the direction?"

Rationale: In order to use maps, children need to understand that things are located in definite relation to and direction from one another.

Input and Modeling:

Key Concepts/Skills Point to England on the globe. Explain that the Pilgrims left England, crossed the Atlantic Ocean, and went to what is now Plymouth, Massachusetts. On the globe, tape a piece of yarn from England to Massachusetts. Indicate that the direction of travel was from east to west.

Write the word DIRECTIONS on the chalkboard. Tell students that to find a place, one must know directions. Put the four cardinal directions on large cards and place them in the proper positions around the classroom. Face north and have students tell what direction is opposite north. Repeat this procedure for the other three directions.

Guided Practice: Have students stand and face north and then tell which direction is opposite north, which hand is toward the east, and which hand is toward the west.

Independent Practice: Provide each student with an outline map of the world showing the eastern and western hemispheres. (Silver Burdett, *Families and Neighborhoods*, Outline Map - Crossing the Atlantic Ocean.) Direct students to glue a piece of yarn from England to Massachusetts and then draw an arrow to indicate in which direction the Pilgrims traveled. Students will label the four directions on the map.

Lesson Assessment/Performance Criteria: Observe the children as they label their maps. (Mastery will be determined at 90% accuracy.)

Reteaching: The following playground activity will provide the students an additional hands-on, visual approach to directionality:

Have four children wear labels representing each direction (north, south, east, west) and stand in the proper position. Discuss the location of playground facilities in relation to the cardinal directions. E.g., the slide is east of the fence. In the classroom, complete the lesson using the worksheet provided. (Silver Burdett, *Families and Neighborhoods*, Blackline Masters/Skills Worksheets, page 12.)

Extension: To get a different perspective of the world, use the atlas, pages 176-177, orienting it toward north. Have children locate other directions on the atlas. Provide each student four small squares of paper. Have them write a direction on each of the squares and place each square in the proper place on the atlas.

Resources: Silver Burdett, *Families and Neighborhoods*, Outline Maps
Silver Burdett, *Families and Neighborhoods*, Blackline Masters/ Skills Worksheets
HBJ, *Families*

NAME _____

THE WORLD AND ITS PEOPLE

CROSSING THE ATLANTIC OCEAN

Student Handout 3
Independent Practice (5:2:2)
SS1

NAME _____

North is at the top of this playground.
Label **E** for east, **S** for south, and **W** for west.

Circle the answers.

1. The boy wants to play on the
   Which way will he move? **N S E W**

2. The girl wants to play on the
   Which way will she move? **N S E W**

3. The boy wants to sit on the
   Which way will he move? **N S E W**

Student Handout 4
Reteaching (5:2:2)
SS1

A 1990

SOCIAL STUDIES, GRADE 1

Strand 5: SAMPLE UNIT, LESSON 3

Lesson Objective No. 3: Interpret legends, including scale.

Mental Set: Display a large simple outline map of the major streets around your school (See Sample, Teacher Resource.) Show appropriately sized construction paper shapes to represent the school, nearby houses, or other features. Ask: "Who can tell what this represents?"

Rationale: In order to use maps effectively, children must understand relative scale differences between map features, such as small houses and larger schools. Additionally, children must interpret legends and realize that symbols represent real features.

Input and Modeling:

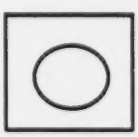
Key Concepts/Skills Discuss that the large-sized rectangle represents the school, the squares represent houses, and the circle represents the water tower. Place these shapes in the correct place on the map. Add a *Map Key* that identifies each symbol. Tell the children that they have made a map of their school's area. Point out that this map is not as big as their actual school. Explain that map makers scale draw their maps smaller so people can read them. This is called drawing to scale.

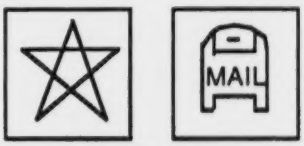
Guided Practice: Using HBJ *Families*, pages 60-61, read the text and help students answer the questions presented.
Identify the term *symbol* and identify the symbols used in the map legend on page 60. Point out that this map is similar to, but not exactly like, the houses represented on pages 58-59. Reinforce that the map is drawn to a smaller *scale*.

Independent Practice: Provide copying master (HBJ p. 18) and have children match the symbols given.

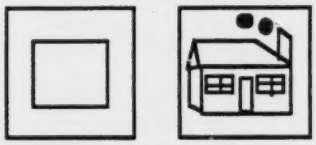
Lesson Assessment/Performance Criteria: Use Reteaching Copying Master (HBJ, page 7) to evaluate student performance.

Reteaching: Provide flash cards for each child to match symbols with pictures of the actual objects. Some suggested pairs are:

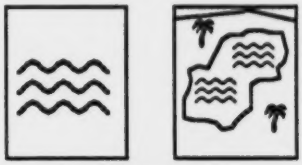




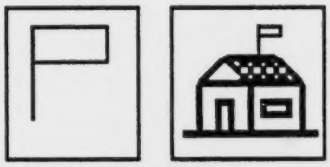
Mail box



House



Water

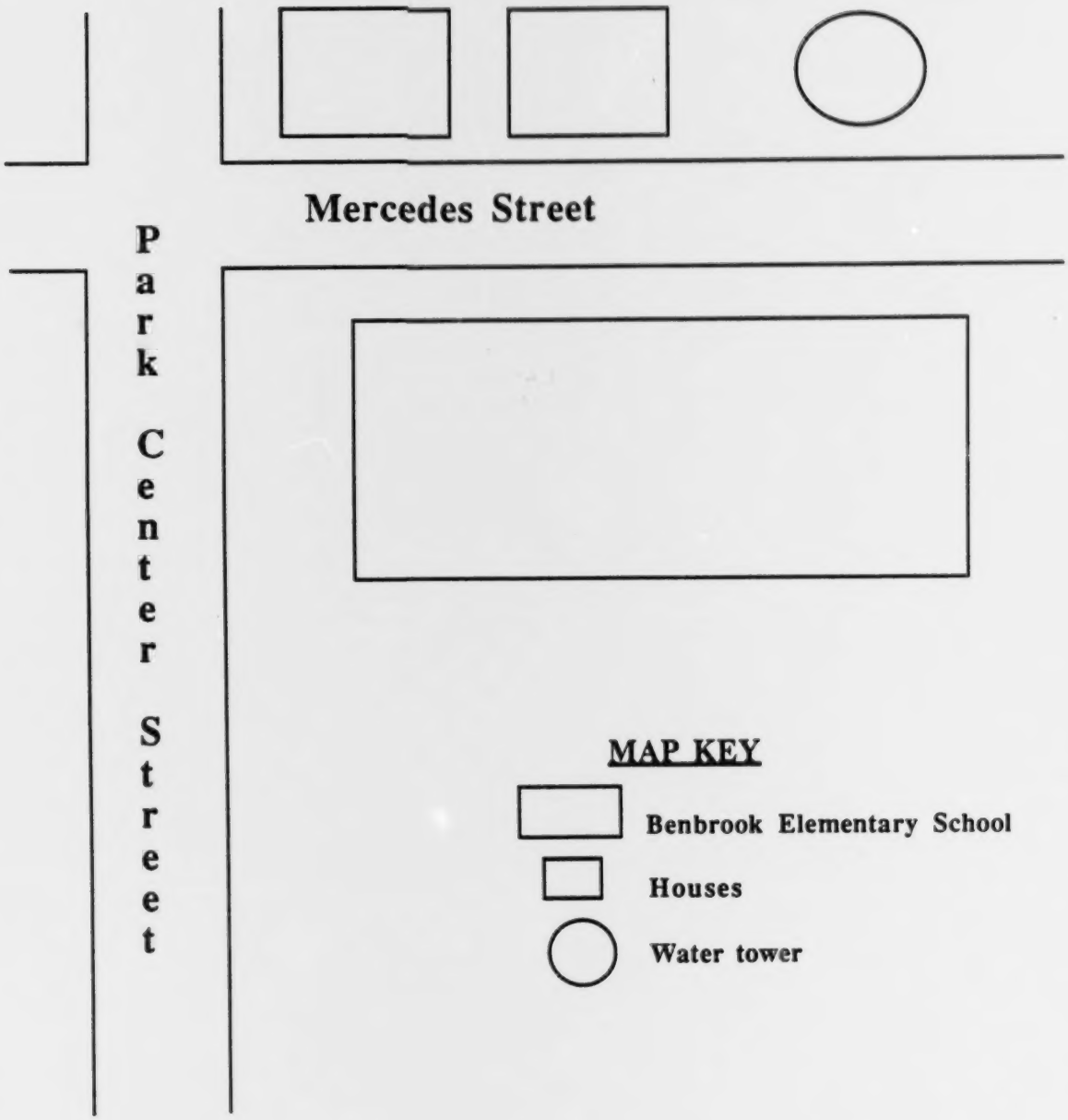


Post Office

Extension: Using the map provided by the Fort Worth Zoo, have children make a legend to correlate the drawings given with symbols. Discuss the scale of the map, comparing its size with a street map of Fort Worth.

Resources: HBJ, *Families* Teacher Resource Bank
Resource guide to Fort Worth Zoo

SAMPLE OUTLINE MAP OF SCHOOL NEIGHBORHOOD

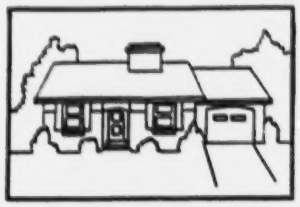


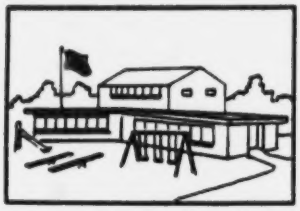
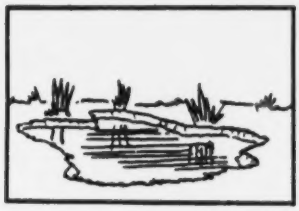
Teacher Resource
Mental Set (5:2:3)
SS1

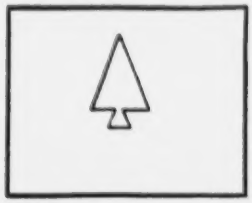
NAME _____ Use with text pages 60-61.

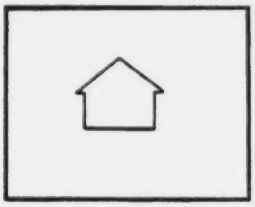
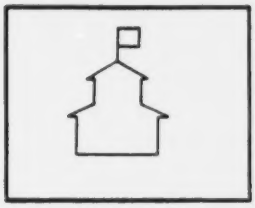
SKILLS

Look at the pictures on the left. Then look at the symbols on the right. Draw a line to match each picture with its symbol.



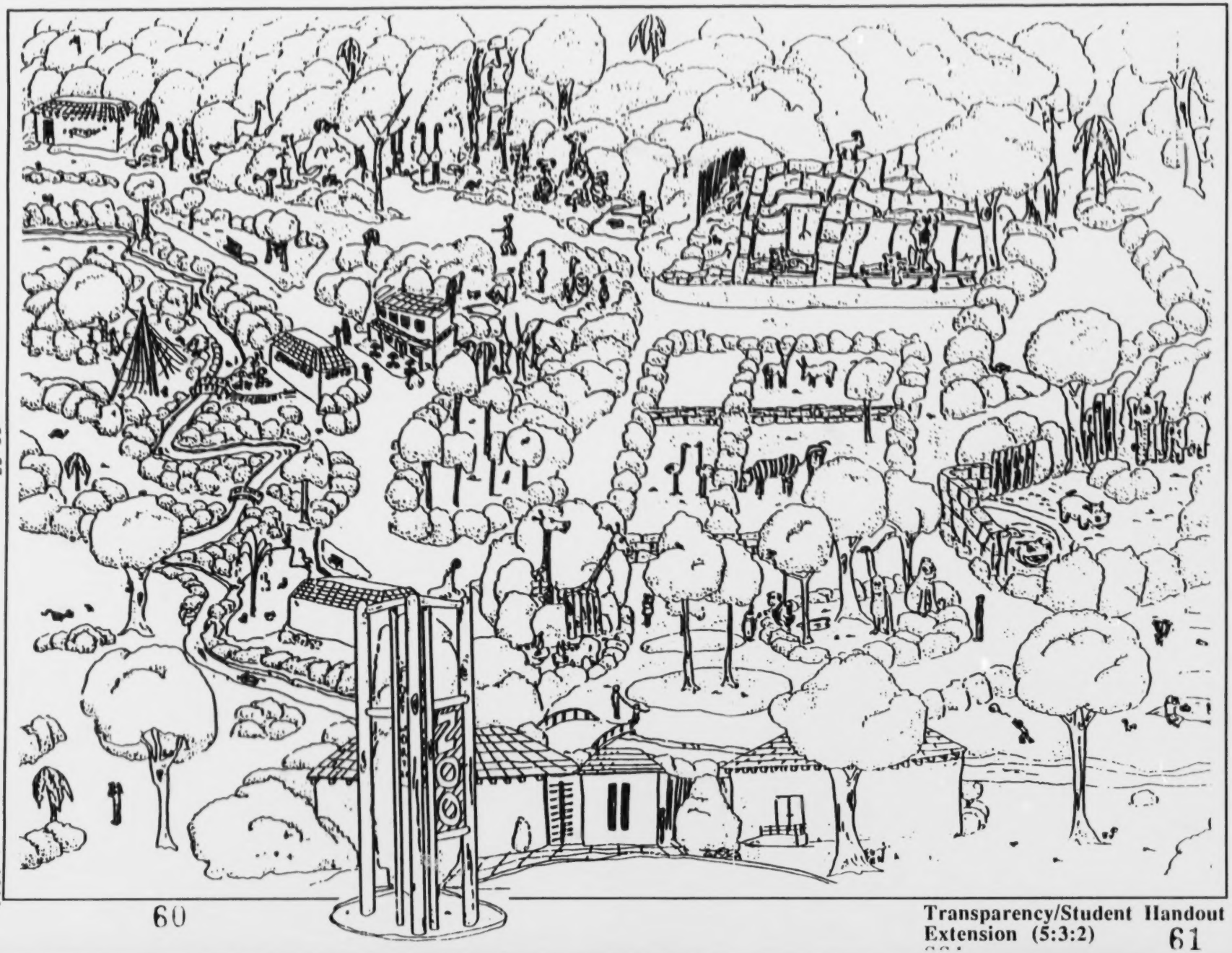





Student Handout
Independent Practice (5:2:3)
SS1

A 1990



SS-17

A 1990

SOCIAL STUDIES TEACHING STRATEGIES

DESCRIPTION

The study of social studies is intended to help students understand the forces that shape society and bind people together in the international community in which we live. The teaching approach in social studies can be thematic, chronological, or conceptual. Any of these approaches lends itself to establishing a relationship between past and present and implications for the future.

In order to comprehend the wealth of knowledge within the broad spectrum that is social studies, students must be taught to process information in ways that maximize their learning. One way to advance student learning to optimum levels is through the thinking/writing process.

As students develop thinking/writing skills, they will begin to acquire competencies in all academic levels. Furthermore, talking, writing, and thinking must be interrelated. Rexford Brown underscores this philosophy "...higher literacies call for students to analyze, think critically, evaluate, synthesize information, communicate more effectively, solve problems, learn how to learn, and in general learn far more actively than traditionally."

Writing to Think

Writing to think is a model for teachers to help students. There are six strands to the model: *selecting information, seeing relationships, using prior knowledge, considering alternative points of view, creating and assessing a plan, and creating/acknowledging dissonance.* By using these processes, students will become proficient problem solvers through the medium of writing.

The process starts with using a unit or mini-unit social studies objective to develop a rationale or purpose for the writing/thinking instructional activities. Prior work is given to prepare the student for the writing assignment. Subsequent work and assessment are also part of this process.

The following examples indicate how these writing to think strategies can be implemented using the social studies content.

Selecting information involves choosing relevant and appropriate examples based on a given criterion.

Lead the class to a consensus regarding the qualities of a good citizen. Then view file footage that spotlights a particular person. Have the group look for actions that show that the person has/does not have these qualities.

Seeing relationships involves asking students to look for patterns or trends; to notice similarities and differences; to look for motives, purposes, or causes and effects; to locate events in a chronological or numerical sequence; or to determine how something (an object, action or, person) relates to the physical setting in which it is found.

Describe the basic economic needs of an 8-year old Cambodian and an 8-year old United States' citizen.

How did Uncle Tom's Cabin impact slavery in the United States?
Given data relative to the Alaskan oil spill at Valdez, what can you conclude about the effect on the environment?

Use a simulation that involves a dead lock situation. Work out a compromise that is acceptable to both sides.

Using prior knowledge involves using that information which students acquire either through formal or informal and personal educational experiences.

Using what you have learned about public and private property, write a paragraph that vividly describes ways that neighborhood parks are used for recreational purposes.

Considering alternative points of view involves looking at both sides of an issue and acknowledging the possibility of a point of view different from the one originally held.

How might a Mexican soldier report the Battle of the Alamo?

How would a British sea merchant describe the Boston Tea Party?

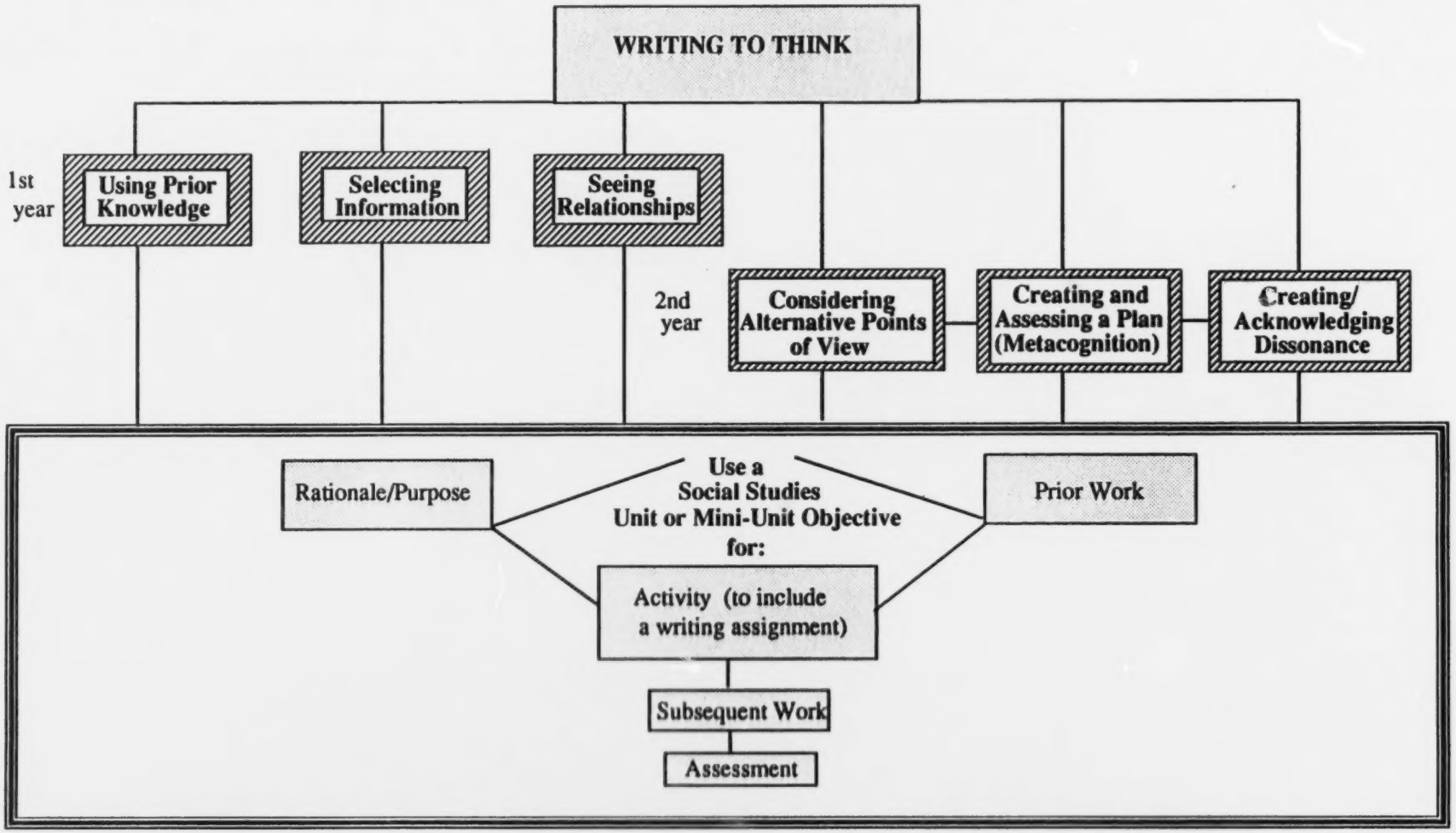
Creating and assessing a plan involves developing a problem-solving strategy to address a specific task and then assessing that strategy as one tries to use it.

Describe the steps that might be involved in a slave's escaping to freedom in the North.

Creating/acknowledging dissonance involves recognizing major conflicts of questions in events, philosophies, rulings, actions, and documents.

Explain why the premise of equality for all as stated in the Preamble to the United States Constitution and the provision that permitted slave trade through 1808 are inconsistent and in conflict.

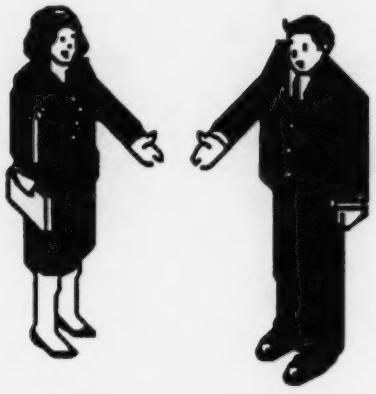
READING AND WRITING TO THINK IN SOCIAL STUDIES



TS-3

Problem-solving process

TEACHING STRATEGIES



ACTIVITY I

DEBATE - Provides practice in all of the communications
Skills: reading, writing, speaking, listening, and specially, thinking

PROCEDURE

A. Getting Started - Background Information

1. Define debate - organized argument between knowledgeable people.

2. Give students handouts with the essential terms and procedures.
   - Video tape of previous debate is desirable.
   - If not available, directions and explanations must be extremely clear.

**Activities to Promote Critical Thinking,* Fran Caldweel, Newport High School, Newport, Oregon

B. Selecting a Topic

1. Pair up students with a partner.

2. Two sets of partners are put together - thus forming the debate unit.
   - Appear to do this randomly but should actually place the stronger teams against each other

3. Students meet in their debate units to accomplish three tasks.
   - Select a current, interesting, and controversial issue
   - Write a clear resolution stated in the affirmative
   - Determine affirmative and negative teams

(Teacher may opt to supply a list of topics in an attempt to speed up process.)

C. Developing the Argument

1. Students begin their research.
   - *Readers' Guide to Periodical Literature* is the most useful reference. Other references should be made available in library.
   - Interviews applicable

2. Students should take careful notes and make sure each item of information is documented.

3. Allow five days for research process.

4. Partners plan and rehearse their cases together.
   - Two days can be allowed in class for organizing and preparing the debate speeches.

5. Affirmatives must begin by defining terms and then proceed through each stock issue.

6. Negatives must defend the status quo and attack the contentions of the affirmatives.

7. Partners should keep in mind that the strongest evidence is best presented last.

8. Students should be encouraged to write their speeches in outline form. This will discourage them from empty reading.
   - Good eye contact is necessary to be convincing.

9. During the recess, partners discuss ways to refute what the other side has said.
   - note taking during other side's arguments
   - attempt to anticipate opponent's arguments

10. Rebuttals should follow a plan and may be given by one or both partners.
    - All points made in the constructive speech should be reiterated one by one, following each by what the opponent said to disapprove it and then given more evidence to reestablish it.
    - A good rebuttal should end with a summary and a statement of the debaters' belief in the soundness of their argument.

D. Presentation

1. Debaters sit at their respective desks in front of the room.
   - Face opponents, yet the desks are slanted enough so that the audience can see the debaters' faces as well.

2. Remind students to speak in loud, clear voices with correct pronunciation and appropriate expression.

3. Strict formality is upheld: the debaters and their positions are introduced to the audience; an official timekeeper watches the clock and warn debaters nonverbally when one minute remains.
   - Only debaters are permitted to speak, except during the recess.

4. A schedule should be drawn up so students know on exactly which day they will debate.

5. Five judges should be selected from outside the class and allowed some time to familiarize themselves with the judging form.

6. Only one judge is needed for each debate.
   - Judge uses the debate form provided, which was devised by the American Forensic Association.
   - Post on bulletin board.

E. Assessment

Students can now write a persuasive essay because they have already formulated two strong thesis statements and collected a set of supporting details.

ACTIVITY II.

JURY-TRIAL TECHNIQUE - Debate technique that is excellent because it can involve a large number of the class in active participation. In this technique the class simulates courtroom procedures to discuss an issue or problem. The procedure seems to be a simple one, but it requires careful preparation if it is to go smoothly.

PROCEDURE

A. Select an issue or problem to debate. It adds interest if one of the students can act as a defendant.

B. Select lawyers, researchers, and witnesses for both sides. These groups can be as large as you wish, but if they are too large, they become cumbersome. The teacher can act as judge, or better yet, some responsible student can be named for that position. Another pupil should be selected court stenographer, or recorder, to keep a record of what transpires. All members of the class who are not lawyers, researchers, witnesses, or current officials, are the jury.

C. All students should research the problems. The lawyers and witnesses should get the facts from their own research and from that of the other class members.

D. **Conduct the trial**

1. The lawyers open up with their arguments.
2. Witnesses present their evidence.
3. Lawyers questions and cross examine
4. Lawyers from each side sum up. Each should point out how the evidence favors his/her side.
5. The judge sums up, points out errors in the arguments, fallacies, and misstatements of facts.
6. The class, acting as the jury, votes on which side won the argument.

ESSENTIAL TERMS

Controversial issue: a subject that can be argued and supported from opposing points of view.

Resolution: (sometimes called the preposition): a statement which defines the nature of the controversy, is stated in the affirmative, and provides a basis for argument for or against.

Affirmative: the person who upholds the resolution, who argues for a change in what presently exists.

Negative: the person who argues against the change proposed in the resolution, who upholds the conditions as they presently exist.

Definition of Terms: a clear explanation of the resolution, defining and limiting ideas; it is the affirmative teams responsibility, but the negative team must approve.

Evidence: the material offered as proof in an argument; it can be in the form of: (1) quotations from authorities; (2) examples of actual situations or case histories, or (3) facts and statistics.

Status Quo: a Latin term meaning the existing state of affairs, the present or the current belief and actions.

Burden of Proof: rests on the affirmative, who must prove that the status quo is unsatisfactory and that the affirmative way is better; because the affirmative has a more difficult task, this side is given the advantages of starting and ending the debate.

Stock Issues: those issues which must be proved by the affirmative (1) the need for the change, (2) the practicality of the change, (3) the desirability of the change.

Presumption: the assumption that the negative is "right" until proven wrong"

Constructive Speeches: given in the first part of the debate; they present the major arguments with evidence.

Rebuttals: given in the second part of the debate; the process of rebuilding after attack or defending from attack.

Handout #1

ORDER AND TIME RESTRICTIONS FOR DEBATE

PART ONE: Constructive Speeches

First Affirmative	2-5 minutes
First Negative	2-5 minutes
Second Negative	2-5 minutes
Second Affirmative	2-5 minutes

Recess

PART TWO: Rebuttals

Negative	5 minutes
Affirmative	5 minutes

Social Studies
GRADE ONE CORE BIBLIOGRAPHY
SELF, HOME, SCHOOL

(Each entry provides author, title, publisher, date, and format--picture book/fiction or Dewey classification for information books.)

A. STRAND 1: (Personal, social, and civic responsibilities)

1. IDENTIFY ONE'S PERSONAL ROLE IN TERMS OF HOME, SCHOOL, AND NEIGHBORHOOD

2. ACCEPT RESPONSIBILITY FOR ONE'S BEHAVIOR AT HOME AND SCHOOL

Potter, Beatrix. *The Tale of Peter Rabbit.* Frederick Warne and Company, 1902. (E/picture book)
The classic story of Peter's foolishness in disobeying his mother's instructions about Farmer McGregor and the danger resulting from his disobedience demonstrates how an individual should be ready to accept the consequences of actions taken.

Wood, Audrey. *Elbert's Bad Word.* ill. by Don Wood. Harcout Brace Jovanovich, 1988. (E/picture book)
Elbert snatched a bad word out of the air one day and stuffed it in his pocket. It stuck in his mouth until one day it suddenly sprang from his mouth causing a dreadful uproar among his family and friends. This story stresses the power of words/speech and how they affect those around us.

3. UNDERSTAND THE NATURE OF RELATIONSHIPS AND HOW THEY INFLUENCE INTERACTION AMONG PEOPLE, E.G., HONEST/DISHONEST, FAIR/UNFAIR

Browne, Anthony. *Piggybook.* Knopf, 1986. (E/picture book)
Mrs. Piggott's family does not appreciate her and all that she does for them until the day she disappears. Her note, "You are all pigs," tells the reason. Family members then make some changes in their behaviors.

Sharmat, Marjorie W. *Big, Fat Enormous Lie.* Dutton, 1978. (E/picture book)
A young boy experiences pangs of guilt when he tells a lie which comes to life in his imagination in the form of a small green monster that lurks in the shrubs and grows and grows.

Zolotow, Charlotte. *The Quarreling Book.* ill. by Arnold Lobel. Harper & Row, 1963. (E/picture book)
The characters' reactions of irritation or cheerfulness parallel the ways in which they are treated by others. The book gives feelings openly and shows how resolution may be obtained.

4. DECIDE APPROPRIATE METHODS FOR COMPLETING TASKS

Cameron, Polly. *"I Can't," Said the Ant*, Coward-McCann, 1961. (E/picture book)
A story in humorous verse of an ant who enlists the assistance of other ants and two spiders to lift a teapot to the cabinet. The story illustrates that to complete some tasks, people must have help from others.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* Coward-McCann, 1976. (B)
This is a concise biography that introduces young readers to the multi-faceted Franklin, his participation in the early history of the United States, and his ability to translate ideas into actions.

B. STRAND 2: (American economic system)

1. DISTINGUISH BETWEEN NEEDS AND WANTS IN ORDER TO MAKE RATIONAL CHOICES

2. EXPLAIN THE ROLE OF ECONOMIC INTERDEPENDENCE IN SATISFYING BASIC NEEDS AND WANTS

Baker, Jeannie. *Where the Forest Meets the Sea.* Greenwillow, 1988. (E/picture book)
On an outing in an Australian rain forest, a young boy reflects the history of the plant and animal life around him and wonders about their future in light of urban expansion and development. Stunning artwork greatly enhances the book.

3. DEVELOP ALTERNATIVES THAT PROVIDE SOLUTIONS TO PROBLEMS INVOLVING SCARCITY AND EXCHANGE

4. IDENTIFY THE KIND OF WORK PERFORMED BY SCHOOL PERSONNEL AND FAMILY MEMBERS

"Early Career Books" from Lerner Publications is a recommended series that offers up-to-date information about forty different occupations. Good formats with clear photographs. Dates will vary. Series titles include:

Careers in a Zoo
Careers in the Air Force
Careers in Education
Careers in the Fire Department
Careers in the Library
Careers in the Navy
Careers in the Police Station
Careers in the Postal Service

Johnson, Jean. *Firefighters: A to Z.* Walker, 1985. (628)
_____ *Librarians: A to Z.* Walker, 1988. (411)
_____ *Police Officers: A to Z.* Walker, 1986. (363)
_____ *Postal Workers: A to Z.* Walker, 1987 (383)
_____ *Sanitation Workers: A to Z.* Walker, 1988. (628)
_____ *Teachers: A to Z.* Walker, 1987. (372)

This is a "Community Helpers" series which gives simple introductions to civil and social services that are utilized daily in a community. These may be used in several of the primary grades successfully.

C. STRAND 3: (Historical data about Texas, the United States, and the world)

1. RELATE THE IMPLICATIONS OF SELECTED HISTORICAL EVENTS TO CONTEMPORARY SITUATIONS

Benchley, Nathaniel. *Sam the Minuteman*. ill. by Arnold Lobel. Harper & Row, 1969. (E)
An "I Can Read History Book" describing the first day of the American Revolution from the perspective of a boy, Sam Brown, who with his father and other Minutemen fought in the Battle of Lexington. Simply and realistically presents the fears of colonists about the British and war.

Roop, Peter and Connie. *Buttons for General Washington*. Carolrhoda, 1986. (973.3)
Set in 1777 this beginnning-to-read story is based on true accounts of a Pennsylvania Quaker family during the Revolutionary War. Fourteen-year-old John Darragh takes coded messages sewn into his coat buttons from home to his brother who is in General Washington's camp.

2. TRACE THE HISTORICAL BACKGROUND OF STATE/NATIONAL SYMBOLS AND PATRIOTIC CUSTOMS

Adler, David. *Picture Book of Abraham Lincoln*. ill. by John Wallner. Holiday House, 1989. (B)
Washington's character and the major events in his life from early childhood to the presidency are described in this picture book biography. A list of important dates is included.

de Paola, Tomie. *The Legend of the Bluebonnet: An Old Tale of Texas*. Putnam, 1983. (398.2)
This legend of how the bluebonnet came to be is the story of She-Who-Is-Alone, an orphaned Comanche girl, who made the ultimate sacrifice of her only possession to end the drought and famine plaguing her tribe.

Key, Francis Scott. *Star-Spangled Banner*. ill. by Peter Spier. Doubleday, 1973. (784.7)
The words of the national anthem are described through Spier's watercolor illustrations in this oversized picture book.

Maestro, Betsy. *The Story of the Statue of Liberty*. Lothrop, Lee & Shepherd, 1986. (730.92)
Through simple text and pen and ink with watercolor wash illustrations, the creation and construction of Auguste Bartholdi's huge statue given by the French to the United States is described. End notes include important dates and persons associated with the statue and the text of Emma Lazarus' poem, "The New Colossus."

Shapiro, Mary J. *How They Built the Statue of Liberty*. ill. by Huck Scarry. Random House, 1985. (974.7)
Detailed panoramas, cross sections, and diagrams in pencil provide a step-by-step description of the construction of the Statue of Liberty, one of the greatest engineering achievements of the nineteenth century. Information was based on restoration research.

Spier, Peter. *We the People... : the Constitution of the United States of America*. Doubleday, 1987. (342.7)
This is a highly recommended and wonderfully illustrated oversized picture book that presents the origins, history, and significance of the Constitution. A picture of American life, then and now, accompanies each phrase of the Preamble to the Constitution.

D. STRAND 4: (Institutions and processes of local, state, national, and other political systems)

1. DETERMINE THE NEED FOR RULES IN THE HOME, SCHOOL, AND NEIGHBORHOOD

Lionni, Leo. *Frederick*. Pantheon Books, 1967. (E/picture book)
All the mice except Frederick are busy gathering food for winter. The story deals with the diversity and responsibility within any society. The story demonstrates that responsibilities come with the freedoms provided by society's rules/laws.

Viorst, Judith. *I'll Fix Anthony*. Harper & Row, 1969. (E/picture book)
A young boy fantasizes about how he will make up for all the wrongs that are being done to him by getting even. The story allows the reader to examine alternatives to rules and laws that are deemed unfair.

Zemach, Harve. *The Judge*. ill. by Margot Zemach. Farrar, Straus, & Giroux, 1973. (E/picture book)
After five defendants claim that a monster is coming to their town, an arrogant judge jails them for lying and for refusing to change their stories. The monster does appear and it eats the judge. This is a humorous approach to freedom of speech and the laws associated with it.

2. COMPARE RULES AND AUTHORITY FIGURES IN HOME, SCHOOL, AND NEIGHBORHOOD

Hoban, Russell and Lillian. *The Sorely Trying Day*. Harper & Row, 1964. (E/picture book)
When Father comes home and finds each of the children blaming the other for a series of mishaps, he initiates punishments. After each child owns up to his part in the problems of the "sorely, trying day," Father softens his punishments somewhat.

Potter, Beatrix. *The Tale of Peter Rabbit*. Frederick Warne and Company, 1902. (E/picture book)
Peter Rabbit's disregard for his mother's instructions about Farmer McGregor and the danger resulting from his disobedience illustrate why parents make rules to protect their children.

E. STRAND 5: (Local, state, national, and world geography)

1. DISCRIMINATE BETWEEN MAPS AND GLOBES AS MODELS OF THE EARTH

Broekel, Roy. *New True Book of Maps and Globes*. Children's Press, 1983. (912)
This updated edition from the familiar series presents a brief description of different types of maps and globes and explains map-related terms such as symbol, key, direction, and scale. Includes a table of contents and index.

Knowlton, Jack. *Maps and Globes*. Thomas Y. Crowell, 1985. (912)
A brief history of mapmaking, a simple explanation of how to read maps and globes, and an introduction to many different types of maps. Terminology includes scale, direction, hemisphere, equator, latitude, and longitude.

2. DEMONSTRATE PROFICIENT MAP AND GLOBE SKILLS: E.G., DIFFERENTIATE BETWEEN LAND AND WATER, IDENTIFY BASIC DIRECTIONS, INTERPRET LEGENDS, AND USE SCALES

3. USE MAPS TO DETERMINE GEOGRAPHIC LOCATION OF HOME AND SCHOOL IN RELATION TO NEIGHBORHOOD

4. USE A MAP OR GLOBE TO DETERMINE THE LOCATION, BOUNDARIES, AND PROXIMITY OF TEXAS AND THE SURROUNDING STATES

Sharmat, Marjorie W. *Gila Monsters Meet You at the Airport.* ill. by Byron Barton. Macmillan, 1980. (E/picture book)
A young boy from New York City moves "Out West" and worries about having to ride a horse to school, eating chili at all meals, giant lizards at the airport, and so on. Used with an atlas or wall map, students could locate NYC, Texas, and "Out West."

5. COMPARE THE GEOGRAPHICAL LOCATION OF HOME AND SCHOOL IN RELATION TO THE NEIGHBORHOOD

6. ANALYZE THE ENVIRONMENTAL EFFECTS RESULTING FROM SEASONAL AND WEATHER CHANGES

Provensen, Alice. *Year at Maple Hill Farm.* ill. by Martin Provensen. Atheneum, 1978. (E/picture book)
The seasonal changes on a farm and surrounding countryside are described month-by-month from the farm animals' point of view as the seasonal changes affect them.

Yolen, Jane. *Ring of Earth: A Child's Book of Seasons.* ill. by John Wallner. Harcourt Brace Jovanovich, 1986. (811.54)
Beautiful watercolor paintings enhance poetry about the four seasons which are written from the perspectives of a weasel, spring peeper, dragonfly, and goose.

F. STRAND 6: (Psychological, sociological, and cultural factors affecting human behavior)

1. DESCRIBE POSITIVE ATTRIBUTES OF ONE'S SELF AND OTHERS

Sharmat, Marjorie W. *I'm Terrific.* ill. by Kay Chorao. Holiday House, 1977. (E/picture book)
Jason Everett Bear thinks he's terrific and awards himself gold stars for superior performance in his work. Pride and vanity turn Jason's friends from him so he tries to change into a "new me." Jason finally learns that he is "simply Jason Everett Bear" and that is terrific.

2. ANALYZE THE SOCIOLOGICAL ROLE OF A FAMILY

Bond, Felicia. *Poinsettia and Her Family.* Thomas Y. Crowell, 1981. (E/picture book)
Poinsettia, one of several members in a large family of pigs, longs for privacy. However, when she finally has one day alone, Poinsettia realizes that her family is an important part of her daily life.

Udry, Janice May. *Thump and Plunk.* Harper & Row, 1981. (E/picture book)
An argument that ensues between sibling mice, when Thump thumps Plunk's doll Plunkit, is resolved by the mother.

3. EVALUATE FRIENDSHIPS BASED ON SOCIAL AND HUMAN NEEDS

Udry, Janice May. *Let's Be Enemies.* ill. by Maurice Sendak. Harper & Row, 1961. (E/picture book)
Even though John and James have always been best friends, John becomes tired of James always wanting to be the boss and tells him that they are no longer friends, but enemies. The boys work through their problem and become friends once again. The small format of this book makes large group usage somewhat difficult, but the story makes the effort worthwhile.

4. DISCUSS THE MANY WAYS THAT PEOPLE ARE ALIKE OR DIFFERENT

Simon, Norma. *Children Do, Grownups Don't.* Whitman, 1987. (305.23)
Contrasts the behavior and activities of adults and children in areas such as eating, selecting television programs, clothing, and physical development.

Spier, Peter. *People.* Doubleday, 1979. (155.2)
In an oversized picture book, Spier celebrates the differences among the many world cultures through descriptions of physical and personality differences, native dress, religious customs and beliefs, recreation, food, clothing, and so on.

G. STRAND 7: (Social studies skills)

1. DISCUSS AND USE VISUAL AIDS AND LEARNING TOOLS, (E. G., CALENDARS, TABLES, CHARTS, LISTS, GRAPHS, CAPTIONS) AS A MEANS OF PROCESSING INFORMATION

2. IDENTIFY CAUSE AND EFFECT AND COMPARE AND CONTRAST AS A WAY OF SEEING HISTORICAL RELATIONSHIPS

de Paola, Tomie. *Strega Nona.* Prentice-Hall, 1975. (E/picture book)
This Caldecott Honor book tells the story of Big Anthony who, as assistant to grandmotherly witch Strega Nona, disobeys her explicit orders and causes an endless flow of spaghetti to cover the village. Strega Nona saves Anthony from the wrathful villagers and insists that his punishment fits his crime.

Macaulay, David. *Why the Chicken Crossed the Road.* Houghton Mifflin, 1987. (E/picture book)
By crossing a road, a chicken sets off a circular story of chaos, involving a herd of cows, a robber, a train, and some hydrangeas, which leads to the Anderson twins blowing up their bathroom and the carpet store assistant being rolled up and delivered inside an Oriental rug.

Rappaport, Doreen. *The Boston Coffee Party.* ill. by Emily Arnold McCully. Harper & Row, 1987. (E)
Based on a true incident, this beginning-to-read book tells about the merchants who hoarded coffee in 1760 while American colonists were protesting the high taxes imposed on British imported goods.

3. USE A PROBLEM-SOLVING APPROACH TO DEVELOP FOUNDATION SKILLS (SUCH AS OBSERVING, CLASSIFYING, ORDERING, AND DETERMINING SPATIAL RELATIONSHIPS)

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
GRADE 1

(1) Personal, social, and civic responsibilities. The student shall be provided opportunities to:

(A) identify positive traits of self and others;
(B) identify and accept one's classroom responsibilities;
(C) contribute to group activities;
(D) discuss positive traits of friendship;
(E) complete assigned tasks; and
(F) discuss actions as honest or dishonest, fair or unfair.

(2) The American economic system. The student shall be provided opportunities to:

(A) identify the kind of work that school personnel and family members do;
(B) understand the concept of exchange;
(C) understand the concept of scarcity; and
(D) recognize the necessity of making economic choices among alternatives.

(3) Historical data about Texas, the United States, and the world. The student shall be provided opportunities to:

(A) know patriotic customs of the state and nation;
(B) know state and national anthems;
(C) identify symbols of the state and nation;
(D) use terms concerning time (yesterday, today, tomorrow); and
(E) know days of the week and months of the year.

(4) Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to:

(A) explain the need for rules at home and school;
(B) identify school and community rules (laws); and
(C) identify authority figures in school and community.

(5) Local, state, national, and world geography. The student shall be provided opportunities to:

(A) know geographical location of home in relation to school and community;
(B) know geography of the school campus;
(C) know seasons of the year;
(D) identify state and nation by name;
(E) use simple classroom maps to locate information; and
(F) distinguish between land and water on maps and globes.

(6) Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to:

(A) describe how family members provide for each other's social needs; and
(B) describe similarities and differences among people.

(7) Social studies skills. The student shall be provided opportunities to:

(A) identify cause and effect relationships in the classroom and school; and
(B) discuss visuals (pictures, charts, graphs, tables).

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describing the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH
SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH
SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety

Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PRACTICES AND RULES OF SAFETY	Resources: Instructional	Resources: Community
Fire/Fire drills		
(Local Objectives: SS-D.1; H.2, H.4)		
ACTIVITY: Write the terms fire and fire prevention on the chalkboard. Explain that fire is the burning of materials and caution students to be careful around open flames. Remind students that they should not play with lighters, matches, or electrical sockets. Explain the need for fire drills to practice how to move orderly away from fires. Describe the sounds for fire drills and use fire drill procedures to practice a fire evacuation. Allow students to line up orderly and walk outside. Reinforce by practice/ participating in school fire drills.	*HBJ Health*, p. 107 Learn Not To Burn Program (Behavior 9)	#9 #14 #15 #17 #32
Assessment: Observe students for correct procedures while practicing fire drills. Have students copy the three statements in proper sequence. 1. Walk outdoors. 2. Line up quietly. 3. The fire alarm sounds.		
ACTIVITY: Set up learning situations around the classroom involving hazardous conditions in the kitchen. 1. Pot handles turned outward on a stove 2. Iron laying down on a shirt 3. Storing matches within reach 4. Electrical appliance in sink Also invite a guest speaker from the Learn Not to Burn Program to discuss fire safety rules in the kitchen.		
Assessment: Students will illustrate in words or pictures safety procedures to be used around matches, stoves, irons, ovens, toasters, and other kitchen appliances.		
Emergency Phone Numbers		
(Local Objectives: SS-D.1; H-A.3)		
ACTIVITY: Explain what an emergency is and why there is a special phone number (911) to use. Have students identify different types of emergencies and who they should ask for help. Emphasize the need to find a grown-up first, then dial 911 for help and describe the type of emergency.	*HBJ Health*, p. 109	#14 #17 #25 #29
Assessment: Cite an emergency to the students, such as a fire. The students will role play dialing 911 on a disconnected phone provided and describe the kind of help needed to the person answering the call. Check the students for correct procedure.		

	Resources	
	Instructional	Community
PEOPLE HELP EACH OTHER TO BE SAFE		
Family Members		
(Local Objectives: SS-D.1; H.2, H.4; S-1.6)		
ACTIVITY: Explain what a family is. Have students name at least five people who might be in a family. Discuss similarities between family members and how each helps to be safe in the home. Ask students to give examples of how family members help them to be safe in going to and coming from school. Discuss other ways in which families help each other to be safe in the community.	*Families*, HBJ p. 52	#16 #25 #32 #20
Assessment: Have students name three ways that family members help each other to be safe in the home, school, or community.		
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Family Safety Rules		
(Local Objectives: SS-A.1; S-15)		
ACTIVITY: Have students draw pictures that show them obeying a family rule. Ask them to share their pictures with the class. The following are descriptions of pictures that children can draw. • running up and down stairs, with sharp objects, on slippery surfaces • playing with matches, fire, candles • touching electrical appliances, electrical sockets, appliance coils, medicines, guns, tools, strange animals • playing in/around the street, swimming pool, playground	*Families*, HBJ pp. 52-55	#20 #17 #15 #32
Assessment: Have students state four rules that a family might have regarding safety in the home (Acceptable answers might involve: touching tools, knives, guns; answering the door; taking medicine; playing with matches; touching appliance coils.)		
Neighborhood Safety Rules		
(Local Objectives: SS-D.1)		
ACTIVITY: Show students the Safety Symbols Poster from the "Treasure Chest." Have students locate two symbols that tell where people may and may not cross the street. Ask students: Does our school have a crosswalk? What rules do we follow when we use the crosswalk? How do these rules help to keep us safe?	Treasure Chest, HBJ	#24b #25
Assessment: Have students name all the neighborhood safety rules they know. List them on the chalkboard. Ask students to put a check by the rules they have seen recently.		

PSYCHOLOGICAL SAFETY, GRADE 1

	Resources	
	Instructional	Community

BEHAVIOR AND CONSEQUENCES

Acting Responsibly

(Local Objectives: H-B.1, B.2)

ACTIVITY: Have students share examples of how they can be responsible, such as doing chores at home and taking care of pets. Explain that adults have responsibilities toward children that include caring for the health and safety of children. Have students draw pictures of people showing responsibility at school.

HBJ Health, p. 138

#27
#33
#20

Assessment: Duplicate Copying Master 39 on page 138 of *HBJ Health*, "Using Respect and Responsibility." The students will draw a circle around the pictures of children and adults showing respect and responsibility.

Inappropriate Touching

(Local Objectives: H-B.1, B.2)

ACTIVITY: Invite someone from the Rape Crisis Center to talk to the students about "Play It Safe," a program which addresses the issues of child sexual abuse, particularly what children should do when an older person or grown-up touches them inappropriately.

HBJ Health, p. 138

#30

Assessment: Show students pictures of appropriate and inappropriate touches by grown-ups. Have them indicate if each picture illustrates an appropriate touch by saying aloud "Yes" or "No."

DEVELOPING A POSITIVE SELF-CONCEPT

Feeling Special Toward Self and Others

(Local Objectives: H-B.1, B.2)

ACTIVITY: Have students look around at each other in the class and ask them if they notice anything special about how everyone looks. Explain that because there is nobody just like anyone else, each person is special. Have students color and cut out a medal to wear around their necks during the day. The medal says, "I am special because I am me!"

HBJ Health, p. 140.

#27
#33
#20

Assessment: Have students fold a piece of unlined paper into fourths and number the resulting four boxes 1-4. Have students draw a smiling face if the sentence below is true; have them draw a frowning face if the sentence is not true.

1. Each person is special. *(Smile)*
2. There is no one else exactly like you. *(Smile)*
3. All people are alike. *(Frown)*
4. Everything about you makes you special. *(Smile)*

Resources	
Instructional	Community

EMOTIONS AND THEIR EFFECTS

Recognizing That Feelings Change

(Local Objectives: H-B.1, B.2)

ACTIVITY: Read a story about a child who experienced several different feelings within a few minutes. After reading the story, ask the students to describe what happened to their feelings as they listened to the different things happening in the story. Did their feelings stay the same or change? Discuss how feelings can change.

Instructional	Community
HBJ Health, p. 7	#27 #33 #20

Assessment: Have students complete each of the following statements with one of the answer choices.

1. _____ feelings are important.
   Good All Sad

2. It feels good to be _____.
   sad happy afraid

3. Feeling _____ is part of being healthy.
   funny cold good

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
   Target Area: K-5
   Program: Presentations
   Contact: Social Services Department
   Phone Number: 926-2544
   Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
   Target Area: K-5
   Program: Heart Treasure Chest Kit (Grades K-1)
   Heart Explorers Kit (Grades 1-3)
   Contact: Pam Hodges or Patricia Evans
   Phone Number: 732-1623
   Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
   Target Area: Grade 4
   Program: Health Education and Safety
   Contact: Grace Palmer
   Phone Number: 732-4491
   Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
   Target Area: PreK-5
   Program: Counseling/Presentations
   Contact: Sarah Brooke
   Phone Number: 336-8311, ext. 420
   Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
   Target Area: Grade 5
   Program: Spruce Emergency Youth Shelter
   Teen Talk--Confidential Counseling 336-TALK
   Contact: Counselor on duty
   Phone Number: 877-4663
   Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
   Target Area: K-5
   Program: Presentations/Counseling
   Contact: Theresa Rembert
   Phone Number: 926-1231
   Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living**
   Target Area: PreK-5
   Program: A program for early childhood and elementary level school-age children. Parent-child counseling
   Contact: Diane McClain
   Phone Number: 429-0521
   Description: A learning center for creative thinking.

8. **Agency: Charter Hospital** Program: Substance Abuse, Self Esteem
Target Area: Grade 5 Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T. Girl Scout, Inc.** Program: Presentations
Target Area: K-5 Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital** Program: Counseling/Presentations
Target Area: 1-5 Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services** Program: Presentations
Target Area: PreK-5 Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.** Program: Counseling
Contact: Leslie R. "Dick" Brockman
Target Area: Grade 5
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services** Program: Counseling/Presentations
Target Area: K-5 Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth** Program: Fight Fire With Care
Learn Not to Burn
Target Area: K-5 Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2 Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5 Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4 Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5 Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District** — Program: Charlie — Contact: Marvin Boyd

Target Area: 1, 3, and 5

Phone Number: 878-3821

Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District** — Program: DARE — Contact: Marvin Boyd 878-3821, Lt. John Ratliff 877-8050

Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.

Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District** — Program: McGruff being piloted in schools #80 and #64

Target Area: 1-3 — Contact: Marvin Boyd

Phone Number: 878-3821

Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department** — Program: Officer Friendly

Target Area: PreK-5 — Contact: Lt. John Ratliff

Phone Number: 877-8050

Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department** — Program: Presentation

Target Area: 3-5 — Contact: Officer K. P. Middleton

Phone Number: 870-7153

Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department** — Program: Red Light/Green Light Program

Target Area: PreK-3 — Contact: Andrea Harbaugh, Crime Prevention Specialist

Phone Number: 870-6600

Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes** — Program: Presentations on Safety
Target Area: K-5 — Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County** — Program: Early Learning Materials and Felt Board Stories on identifying feelings
Target Area: K-5 — Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center** — Program: Effective Parenting
Target Area: K-5 — Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program** — Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Target Area: PreK-2 — Contact: Deborah Rubinson
Phone Number: 885-4371
Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** — Program: Play It Safe
Contact: Susan Loving Harris
Target Area: K-5
Phone Number: 927-4039
Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** — Program: Counseling and emotional support for rape victims
Target Area: K-5 — Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.** — Program: Safety Education Programs
Target Area: PreK-5 — Contact: Rommie E. Terrell
Phone Number: 831-0641
Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse** Program: Drug Education Puppet Show

Target Area: K-4 Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director

Phone Number: 332-6329

Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)** Program: Individual therapy for the abused and abuser

Target Area: 1-5 Contact: Rita Foust

Phone Number: 877-3440 (24 hours)

Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 5, 1991.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

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